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ABSTRACT

This curriculum guide for English as a Second Language (ESL) Level IV is the fourth of six in the Guam Community College ESL project series. The other five guides, a companion teacher's guide, and pre- and post-tests are available separately (see note). The entire project centers around the Peabody Kits P, Level P, Level 1, Level 2, Level 3, and the Articulation Kit. Level IV is basically vocabulary-oriented with sentence structure in three simple tenses and simple sentence patterns. Aimed at a trade and technical, adult-based learning experience, the 40 lessons are structured for the adult learner and adult-learner interest with emphasis on Guam and island living. Each lesson lists materials (coded to the Peabody kits), objective, and method and has three parts. Drill A reviews the previous lesson materials, Drill E develops and expands new vocabulary and presents stated objectives, and Drill C continues B or adds additional exercises. After the first 20 lessons, the lessons reach back 20 lessons to develop the more important items from that lesson. Written with an absent or remote student in mind, the lessons are intended to be taped by the professor with pauses for student responses. (YLB)

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CURRICULUM GUIDE



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ESL
IV

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ESL
Level IV

Introduction

Level IV begins with a new set of lesson numbers and pages but continues the process of Level III.

The interlocking lesson patterns of previous levels will not change. The lessons presented in this level are expanded material from earlier as related presentations.

LESSON 1

Material: Peabody: 1H-16, 3F-5, PH-11, PH-12, 1A-4, PF-4, 1F-9, PP-5, PP-24, 1A-9, 1A-29, PP-26, PP-25, 1A-29.

Illustration Packet Kit #1: I-7

Objective: Family relationships: Use in-law, together, and alone.

Method: Review of Lesson 40 Level III. The drills will utilize familiar sentence patterns to reinforce the objectives and to introduce new vocabulary items.

Drill A. (Review)

Instructor Says: Good morning.
Pause for Response:

Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 1H-16
(Substitute)

Instructor Says: This is a washing machine.
Pause for Response:

Instructor Says: This machine is for the home.
Pause for Response:

Show 3F-5

Repeat the above Substitute lines of dialogue using clothes dryer.

Show PH-11

Repeat the above Substitute lines of dialogue using refrigerator.

Show PH-12

Repeat the above Substitute lines of dialogue using sewing machine.

Show 1A-4

(Substitute)

(1) (2)
Instructor Says: He eats breakfast everyday.
Pause for Response:

Repeat the above Substitute lines of dialogue using (2) at seven o'clock.

Repeat the above Substitute lines of dialogue using some fruit for before (1).

Show PH-4

Repeat the above Substitute lines of dialogue using cereal for before (1).

Show 1F-9

Repeat the above Substitute lines of dialogue using biscuits for before (1).

Instructor Says: Do you eat breakfast everyday?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

Drill B. (Family relationships. Use in-law and together.)

Show PP-5

Instructor Says: My name is Anna.

Pause for Response:

Show I-7 beside PP-5. Point to the woman in I-7 as,

Instructor Says: This woman is my daughter.

Pause for Response:

Point to the man as,

Instructor Says: This man is my son-in-law.

Pause for Response:

Close-up of Instructor's Mouth as,

Instructor Says: son-in-law

Pause for Response:

Repeat the above two lines of dialogue.

Point again during,

Instructor Reinforcement: This man is my son-in-law.

Pause for Response:

Point to the boy as,

Instructor Says: This is my grandson.

Pause for Response:

Repeat the above two lines of dialogue with motion.

Point to the girl as,

Instructor Says: This is my granddaughter.

Pause for Response:

Repeat the above two lines of dialogue with the motion.

Point to the baby,

Instructor Says: This is my grandchild.

Pause for Response:

Repeat the above two lines of dialogue.

Circle all the children as,

Instructor Says: These are my grandchildren.

Pause for Response:

Repeat the above two lines of dialogue.
(Substitute)

Instructor Says: How many (1) grandchildren does Anna have?
Pause for Response:
Instructor Says: She has (2) three grandchildren.
Pause for Response:

Repeat the above Substitute lines of dialogue using (1) daughters (2) one daughter.

Repeat the above Substitute lines of dialogue using (1) sons-in-law (2) one son-in-law.

Instructor Says: How many are there in Anna's family?
Pause for Response:

Draw a circle around all the members as,

Instructor Says: All together, there are six in Anna's family.
Pause for Response:

Instructor Says: together
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: All together, there are six in
Anna's family.

Pause for Response:

Instructor Says: How many are there in your family?
Pause for Response:

Drill C. (Continuing family relationships. Use alone.)

Show PP-24

Instructor Says: My name is Mary.
Pause for Response

Put 1A-9 so that the corner edge points to the father as,

(1) Instructor Says: My father's sister is my aunt.
Pause for Response:

Repeat the above two lines of dialogue.

VIII
(difficult)

Put 1A-29 so that the corner edge points to the mother as,

(2) Instructor Says: My mother's brother is my uncle.
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-26 and PP-25 with 1A-29.

(3) Instructor Says: My uncle's children are my cousins.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above two lines of dialogue using aunt's.

Now, Repeat the above (1), (2), and (3) lines of dialogue using the cards for emphasis.

Show 1A-9.

Instructor Says: My (1) aunt is my (2) relative.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using (1) uncle

Repeat the above Substitute lines of dialogue using (1) cousins are and
(2) relatives.

Repeat the above Substitute lines of dialogue using (1) they are and
(2) relatives.

Instructor Says: All together, they are my relatives.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-9

Instructor Says: Alone, my aunt is my relative.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: alone
Pause for Response:

Close-up of Instructor's Mouth and,
Repeat the above two lines of dialogue.

Instructor Reinforcement: Alone, my aunt is my relative.
Pause for Response:

LESSON 2

Materials: Peabody: PP-5, 1A-9, 1A-29, 20-44, 1A-20, 20-45, 20-11, PC-15.

Illustration Packet Kit #1: I-7

Money Packet Kit #2: MC-10, MC-8.

Objective: Reinforce understand, buy, and sell. Use electricity, gardener, gardening, plants, flowers, only, enough, expensive, and much.

Method: Review of Lesson 1.
The drills will utilize previously taught sentence structures and develop the vocabulary from the objective.

Drill A. (Review)

Instructor Says: Good afternoon.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show PP-5 beside I-7.

(Substitute)

Instructor Says: How many (1) grandchildren does Anna have?

Pause for response:

Instructor Says: She has (2) three grandchildren.

Pause for Response:

Repeat the above four lines of dialogue.

Repeat the above Substitute lines of dialogue using (1) daughter (2) one daughter.

Repeat the above Substitute lines of dialogue using (1) sons-in-law (2) one son-in-law.

Instructor Says: Anna has six in her family. How many are there in your family?

Pause for Response:

Put 1A-9 beside 1A-29.

Instructor Says: They are my aunt and my uncle.

Pause for Response:

Instructor Says: Their children are my cousins.

Pause for Response:

Instructor Says: All together, they are my relatives.

Pause for Response:

Instructor Says: Alone, my uncle is a relative.

Pause for Response:

Repeat the above eight lines of dialogue.

Drill B. (Reinforce understand. Use electricity, gardener, gardening, plants, and flowers.)

Show 20-44.

Instructor Says: Juan is an electrician.
Pause for Response:

Instructor Says: He understands his work.
Pause for Response:

Instructor Says: He understands electricity.
Pause for Response:

Instructor Says: electricity
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Reinforcement: He understands electricity.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-20.

Instructor Says: Tom works in the garden.
Pause for Response:

Instructor Says: Tom is a gardener.
Pause for Response:

Instructor Says: gardener
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Tom is a gardener.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Tom understands gardening.
Pause for Response:

Instructor Says: gardening
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Tom understands gardening.
Pause for Response:

Repeat the above two lines of dialogue.

Point out the plants.

Instructor Says: These are plants.
Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: plants
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Tom understands plants.
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-45 and point to the flowers.

Instructor Says: These are flowers.
Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: flowers
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She understands flowers.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce buy and sell. Use only, enough, expensive, and such.)

Instructor Says: I am going to the store.

Pause for Response:

Instructor Says: I want to buy a shirt.

Pause for Response:

Show 20-11

Instructor Says: Julie sells shirts.

Pause for response:

Instructor Says: How much is this shirt?

Pause for Response:

Show MC-10 beside 20-11.

Instructor Says: It is seven dollars and fifty cents.

Pause for Response:

Show MC-8

Instructor Says: I have only six dollars.

Pause for Response:

Instructor Says: I cannot buy the shirt today.

Pause for Response:

Instructor Says: I will buy the shirt another time.

Pause for Response:

Repeat the above sixteen lines of dialogue for reinforcement and use the cards.

Instructor Says: The shirt costs seven dollars and fifty cents.

Pause for Response:

Instructor Says: I have only six dollars.

Pause for Response:

Instructor Says: I don't have enough money.

Pause for Response:

Instructor Says: enough

Pause for Response:

Close-up of instructor's mouth and

Repeat the above two lines of dialogue two more times.

Instructor Reinforcement: I don't have enough money.

Pause for Response:

Repeat the above two lines of dialogue.

Show PC-15.

Instructor Says: This shirt costs only six dollars.

Pause for Response:

Instructor Says: I have just enough money.
Pause for Response:
Instructor Says: I will buy this shirt.
Pause for Response:

Repeat the above six lines of dialogue.

Show 20-11.

Instructor Says: Julie's store sells expensive clothes.
Pause for Response:

Instructor Says: expensive
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Julie's store sells expensive clothes.

Pause for Response:

Repeat the above two lines of dialogue.
(Repeat)

Instructor Says: Expensive clothes cost much money.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: much money
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Repeat lines of Dialogue.

LESSON 3

Materials: Peabody: 20-44, 1A-20, 20-45, PC-15, 25-41, 1A-16, 1A-24, PP-15, PP-5, PP-4.

Illustration Packet Kit #1: I-7.

Objective: Reinforce love, talk, and watch. Introduce know and knew.

Method: Review of Lesson 2.
The drills will reinforce familiar sentence patterns and develop the lesson objective with the new verbs.

Drill A. (Review)

Instructor Says: Good evening.
Pause for Response:

Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now let's review.

Show 20-44
Substitute)

Instructor Says: (1) Juan understands (2) electricity.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-20.

Repeat the above Substitute lines of dialogue using (1) Tom (2) gardening.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using (1) Tom (2) plants.

Repeat the above two lines of dialogue.

Show 20-45

Repeat the above Substitute lines of dialogue using (1) she (2) flowers.

Repeat the above two lines of dialogue.

Show PC-15.

Instructor Says: This shirt costs only six dollars.
Pause for Response:
Instructor Says: I have just enough money.
Pause for Response:
Instructor Says: I will buy this shirt.
Pause for Response:

Instructor Says: Julie's store sells expensive clothes.
Pause for Response:
Instructor Says: Expensive clothes cost much money.
Pause for Response:

Repeat the above ten lines of dialogue.

Instructor Says: That was very good. You are speaking
English very well.

Drill B. (Reinforce love. Introduce know and knew.)

Show 2S-41 above I-7.

(Substitute) Instructor Says: (1) Parents love their (2) children.
Pause for Response:

Repeat the above Substitute lines of dialogue using (1) Grandparent and
(2) grandchildren.

Repeat the above Substitute lines of dialogue using (1) Children and
(2) parents.

Repeat the above Substitute lines of dialogue using (1) Grandchildren and
(2) grandparents.

(Substitute) Instructor Says: A (1) mother loves (2) her (3) daughter.
Pause for Response:

Repeat the above Substitute lines of dialogue using (1) daughter (2) her
(3) mother.

Repeat the above Substitute lines of dialogue using (1) son (2) his (3) mother.

Repeat the above Substitute lines of dialogue using (1) husband (2) his
(3) wife.

Repeat the above Substitute lines of dialogue using (1) father (2) his
(3) children.

Show 1A-16.

Instructor Says: I know this woman.
Pause for Response:
Instructor Says: Her name is Anna.
Pause for Response:

Instructor Says: know
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I know this woman.
Pause for Response:
Instructor Reinforcement: Her name is Anna.
Pause for Response:

Repeat the above four lines of dialogue.

Show 1A-24

Instructor Says: I don't know this man.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I don't know his name.
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-15

Instructor Says: I knew this man before.
Pause for Response:

Instructor Says: knew
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I knew this man before.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: His name is John.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce talk and watch.)

Show PP-5

(Substitute)

Instructor Says: Grandmother is talking on the telephone.
Pause for Response:

Instructor Says: She talked on the telephone yesterday.
Pause for Response:

Instructor Says: She will talk on the telephone tomorrow.
Pause for Response:

Repeat the above Substitute lines of dialogue using to the gardener.

Repeat the above Substitute lines of dialogue using to the store clerk.

Repeat the above Substitute lines of dialogue using to the electrician.

Show PP-4

(Substitute)

Instructor Says: Grandfather is watching television.

Pause for Response:

Instructor Says: Grandfather watched television last night.

Pause for Response:

Instructor Says: Grandfather will watch television tomorrow night.

Pause for Response:

Repeat the above six lines of dialogue.

Repeat the above Substitute lines of dialogue using all his grandchildren.

Repeat the above Substitute lines of dialogue using for the gardener.

Repeat the above Substitute lines of dialogue using for the carpenter.

(Substitute) Instructor Says: What did (1) grandmother do yesterday?

Pause for Response:

Instructor Says: (1) She (2) talked to the gardener.

Pause for Response:

Repeat the above four lines of dialogue.

Repeat the above Substitute lines of dialogue using (1) grandfather, He,
(2) watched for.

Repeat the above Substitute four lines of dialogue.

Instructor Says: Will grandmother talk to the electrician tomorrow?

Pause for Response:

Instructor Says: Yes, she will.

Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Will grandfather watch for the gardener?

Pause for Response:

Instructor Says: Yes, he will.

Pause for Response:

Repeat the above four lines of dialogue.

LESSON 4

Materials: Peabody: 1A-24, PP-15, PP-6, PH-23, PH-26, PH-24, PH-30, AC-305, AC-96, PF-20, PF-1, PF-11, PF-26, PF-23, PF-27, PF-30, 1F-9, 1F-15.

Illustration Packet Kit #1: I-4.

Objective: Reinforce wash, meals, and foods. Use ears, arms, feet, macaroni and cheese, and delicious.

Method: Review of Lesson 3.
The drills will utilize familiar sentence patterns to reinforce familiar words and introduce the new vocabulary from the lesson objective.

Drill A. (Review)

Instructor Says: Hello, How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

(Substitute) Instructor Says: I love my mother.

Instructor Says:

Repeat the above Substitute lines of dialogue using father.

Repeat the above Substitute lines of dialogue using sister.

Repeat the above Substitute lines of dialogue using baby brother.

Repeat the above Substitute lines of dialogue using aunt.

Show 1A-24.

Instructor Says: I don't know this man.

Pause for Response:

Show PP-15

Instructor Says: Do you know this man?

Pause for Response:

Instructor Says: Yes, I do. His name is John.

Pause for Response:

Instructor Says: I knew him before.

Pause for Response:

Repeat the above eight lines of dialogue with the cards.

Instructor Says: Grandmother talked to the gardener.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Grandfather watched for the carpenter.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: What did grandmother do?
Pause for Response:
Instructor Says: She talked to the gardener.
Pause for Response:
Instructor Says: What did grandfather do?
Pause for Response:
Instructor Says: He watched for the carpenter.
Pause for Response:

Repeat the above eight lines of dialogue.

Instructor Says: Very good. Keep working on your English.

Drill B. (Reinforce wash. Use ears, arms, and feet.)

Flash PP-6
(Substitute)

Instructor Says: She washed all the dishes in the sink.
Pause for Response:
Instructor Says: She will wash all the dishes in the sink.
Pause for Response:

Flash PH-23

Repeat the above Substitute lines of dialogue using cups and saucers.

Flash PH-26.

Repeat the above Substitute lines of dialogue using knives.

Flash PH-24

Repeat the above Substitute lines of dialogue using forks.

Flash PH-30

Repeat the above Substitute lines of dialogue using spoons.

Flash PH-26, PH-24, and PH-30.

Repeat the above Substitute lines using silverware.

Show AC-305 and point to the face as,

(Substitute) Instructor Says: He washed his face this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the hands.

Repeat the above Substitute lines of dialogue using hands.

Repeat the above two lines of dialogue.

Point to the hair as,
Repeat the above Substitute lines of dialogue using hair.

Repeat the above two lines of dialogue.

Touch your own ear, then point out the boy's ear as,

Instructor Says: ears
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue pointing out and using ears.

Repeat the above two lines of dialogue.

Point to your own arms and then point out the boy's arms as,

Instructor Says: arms
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue pointing out and using arms.

Repeat the above two lines of dialogue

Show AC-96 Instructor Says: feet
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using feet.

Repeat the above two lines of dialogue.

Instructor Says: He is a very clean boy.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce meals and food. Use macaroni and cheese and delicious.

Show I-4
(Substitute) Instructor Says: She is making breakfast.
Pause for Response:

Repeat the above Substitute lines of dialogue using lunch.

Repeat the above Substitute lines of dialogue using dinner.

Repeat the above Substitute lines of dialogue using as a meal.

Show PF-20

Repeat the above Substitute Lines of Dialogue using pancakes for breakfast.

Show PF-1 and PF-11

Repeat the above Substitute lines of dialogue using bacon and eggs for breakfast.

Show PF-26

Repeat the above Substitute lines of dialogue using soup for lunch.

Show PF-23

Repeat the above Substitute lines of dialogue using salad for lunch.

Show PF-27

Repeat the above Substitute lines of dialogue using spaghetti for dinner.

Show PF-30

Repeat the above Substitute lines of dialogue using roast chicken for dinner.

Show 1F-9

Repeat the above Substitute lines of dialogue using biscuits for dinner.

Show 1F-15

Instructor Says: macaroni and cheese

Pause for Response:

Repeat the above two lines of dialogue two more times for reinforcement.

Repeat the above Substitute lines of dialogue using macaroni and cheese.

Repeat the above two lines of dialogue for reinforcement.

Instructor Says: These food are delicious.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: delicious

Pause for Response:

Close-up of Instructor's Mouth and

Repeat the above two lines of dialogue.

Instructor Reinforcement: These food are delicious.

Pause for Response:

Repeat the above two lines of dialogue.

(Rubbing stomach)

Instructor Says: I am hungry. Let's eat.

Pause for Response:

Repeat the above two lines of dialogue with the motion.

LESSON 5

Materials: Peabody: AC-305, AC-96, PF-30, 1F-17, 1F-15, 3A-9, 1M-14, PP-18, 3A-1, 3A-2, 1A-9.

Two pencils.

Objective: Reinforce write, sit, stand, and put. Use broke and broken.

Method: Review of Lesson 4. The drills will utilize familiar sentence patterns, reinforce familiar words, and introduce the new vocabulary from the lesson objective.

Drill A. (Review)

Instructor Says: Good morning.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show AC-305 and point to the face as,
(Substitute)

Instructor Says: He washed his face this morning.

Pause for Response:

Point to the hands.

Repeat the above Substitute lines of dialogue using hands.

Point to the hair.

Repeat the above Substitute lines of dialogue using hair.

Point to the ear.

Repeat the above Substitute lines of dialogue using ear.

Point to the arms.

Repeat the above Substitute lines of dialogue using arms.

Show AC-96.

Repeat the above Substitute lines of dialogue using feet.

Instructor Says: The boy is very clean.

Pause for Response:

Repeat the above two lines of dialogue.

Show PF-30.

(Substitute)

Instructor Says: I like roast beef for dinner.

Pause for Response:

Show 1F-15

Repeat the above Substitute lines of dialogue using macaroni and cheese.

Instructor Says: These food are delicious.

Pause for Response:

Instructor Says: I'm hungry. Let's eat.

Pause for Response.

Drill B. (Reinforce write. Use broke and broken.)

Flash 3A-9 and show 1M-14.

Instructor Says: John wrote this letter to you.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: What did John do?

Pause for Response:

Instructor Says: John wrote this letter to you.

Pause for Response:

Show PP-18.

Instructor Says: She is writing on the board.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Where is she writing?

Pause for Response:

Instructor Says: She is writing on the board.

Pause for Response:

Repeat the above four lines of dialogue.

Show 3A-1. Point to the girl.

Instructor Says: Is this girl writing in her book?

Pause for Response:

Instructor Says: Yes, she is writing in her book.

Pause for Response:

Repeat the above four lines of dialogue.

Point to the boys.

Instructor Says: Are they writing in their books?

Pause for Response:

Instructor Says: No, they aren't writing in their books.

Pause for Response:

Repeat the above four lines of dialogue.

Hold a pencil lengthwise. Snap off the pointed end.

Instructor Says: I broke the pencil.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: broke
Pause for Response:

Repeat the above two lines of dialogue two more times.

Snap another pencil point in the same manner.

Instructor Reinforcement: I broke the pencil.
Pause for Response:

Repeat the above two lines of dialogue

Show the pencil.

Instructor Says: This is a broken pencil.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: broken
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a broken pencil.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Can you write with a broken pencil?
Pause for Response:

Instructor Says: No, I can't.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce sit, stand, and put.)

Show 3A-2

Instructor Says: She sits at her desk every day.
Pause for Response:

Instructor Says: She sat at her desk yesterday.
Pause for Response:
Instructor Says: She will sit at her desk tomorrow.
Pause for Response:

Repeat the above six lines of dialogue.

Show 1A-9

Instructor Says: She stands behind the table everyday.
Pause for Response:
Instructor Says: She stood behind the table yesterday.
Pause for Response:
Instructor Says: She will stand behind the table tomorrow.
Pause for Response:

Repeat the above six lines of dialogue.

Show 1A-9

Instructor Says: She is putting silverware on the table.
Pause for Response:
Instructor Says: She put silverware on the table yesterday.
Pause for Response:
Instructor Says: She will put silverware on the table tomorrow.
Pause for Response:

Repeat the above six lines of dialogue.

Flash 3A-2

(Substitute)

Instructor Says: Where will she (1) sit?
Pause for Response:
Instructor Says: She will (1) sit (2) at her desk.
Pause for Response:

Repeat the above four lines of dialogue.

Flash 1A-9

Repeat the above Substitute lines of dialogue using (1) stand (2) behind the table.

Repeat the above four lines of dialogue.

Flash 1A-9

Repeat the above Substitute lines of dialogue using (1) put the silverware (2) on the table.

Repeat the above four lines of dialogue.

Instructor Says: Did she put the silverware on the table?
Pause for Response:
Instructor Says: Yes, she did.
Pause for Response:

Repeat the above four lines of dialogue.

LESSON 6

Materials: Peabody: 3A-1, 20-24, 20-17, 20-24, Story Card-1, 20-8, 20-12, 20-44, 1A-9, 20-45, 1A-13, 20-20, 20-38, PH-1, PH-15, PH-28, 3A-7.

Illustration Packet Kit #1: I-5, I-15, I-6

Objective: Reinforce carry, put, sweep, and clean. Use beautiful, picture, keep, and clean (adj).

Method: Review of Lesson 5. The drills will reinforce previously taught sentence structure and vocabulary. Emphasis will be placed on noun recognition plus the new vocabulary.

Drill A. (Review)

Instructor Says: Good afternoon.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show 3A-1. Point to the girl.

Instructor Says: Is the girl writing in her book?

Pause for Response:

Instructor Says: Yes, she is writing in her book.

Pause for Response:

Repeat the above four lines of dialogue.

Point to the boys.

Instructor Says: Are they writing in their books?

Pause for Response:

Instructor Says: No, they aren't writing in their books.

Pause for Response:

Repeat the above four lines of dialogue.

Show the broken pencil.

Instructor Says: Is this pencil broken?

Pause for Response:

Instructor Says: Yes, it is broken.

Pause for Response:

Repeat the above four lines of dialogue.

Show the good pencil.

Instructor Says: Is this pencil broken?

Pause for Response:

Instructor Says: No, it isn't broken.

Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Can I write with this pencil?

Pause for Response:

Instructor Says: Yes, you can.

Pause for Response:

Repeat the above four lines of dialogue.

Drill B. (Reinforce carry and put. Use beautiful and picture.)

Show I-5.

(Substitute) Instructor Reinforcement: The (1) carpenter carried a
(2) board.

Pause for Response:

Instructor Says: The (1) carpenter will carry a (2) board.

Pause for Response:

Flash 20-24

Repeat the above Substitute lines of dialogue using (1) man (2) bag.

Flash 20-17

Repeat the above Substitute lines of dialogue using (1) man (2) trash can.

Flash 20-24

Repeat the above Substitute lines of dialogue using (1) man (2) letters.

Show Story Card-1. Point to the mother.

Repeat the above Substitute lines of dialogue using (1) mother (2) baby.

Flash 20-8

(Substitute) Instructor Says: (1) He put (2) dishes on the (3) table.

Pause for Response:

Show 20-12

Repeat the above Substitute lines of dialogue using (2) water (3) dishes.

Flash 20-44

Repeat the above Substitute lines of dialogue using (2) a light (3) ceiling.

Flash 1A-9

Repeat the above Substitute lines of dialogue using (1) She (2) silverware.

Point to the flowers.
(Repeat)

Instructor Says: These flowers are beautiful.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of Instructor's mouth as,

Instructor Says: beautiful
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Repeat lines of dialogue.

Point to the woman.

Instructor Says: She is a beautiful woman.
Pause for Response:

Repeat the above two lines of dialogue.

Show I-15

Instructor Says: This is a beautiful picture.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: picture
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a beautiful picture.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce sweep and clean. Use keep and clean (adj.))

Flash 1A-13
(Substitute)

Instructor Says: (1) She swept the floor this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-20

Repeat the above Substitute lines of dialogue using (1) He.

Show 20-38.

(Substitute) Instructor Says: She cleaned the table this morning.
Pause for Response:

Show I-6.

Repeat the above Substitute lines of dialogue using bathroom.

Show PH-15.

Repeat the above Substitute lines of dialogue using stove.

Show PH-11.

Repeat the above Substitute lines of dialogue using refrigerator.

Show PH-28.

Repeat the above Substitute lines of dialogue using sauce pan.

Show 3A-7. Point to the window.

Repeat the above Substitute lines of dialogue using window.

Show 1A-13.

(Repeat) Instructor Says: She sweeps the floor everyday.
Pause for Response:
Instructor Says: She keeps the floor clean.
Pause for Response:

Instructor Says: keeps
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She keeps the floor clean.
Pause for Response:

Repeat the above two lines of dialogue.

Now repeat the above (Repeat) lines of dialogue for reinforcement.

Show 20-38.

(Substitute) Instructor Says: She keeps the table clean.
Pause for Response:

Show I-6

Repeat the above Substitute lines of dialogue using bathroom.

Show PH-15

Repeat the above Substitute lines of dialogue using stove.

Show PH-11

Repeat the above Substitute lines of dialogue using refrigerator.

Show PH-28.

Repeat the above Substitute lines of dialogue using sauce pan.

Instructor Says: Do you keep your house clean?

Pause for Response:

Instructor Says: Yes, I keep my house clean.

Pause for Response:

Repeat the above four lines of dialogue.

LESSON 7

Materials: Peabody: 20-45, 1A-13, PH-28, PF-1, PF-11, PF-26, PF-30, PA-27.

Illustration Packet Kit #1: I-15, I-6, I-16.

Objective: Reinforce often, always, and never with daily activity. Use both and rice.

Method: Review of Lesson 6. The drills will utilize familiar sentence patterns to reinforce familiar vocabulary directed at daily activity and ease.

Drill A. (Review)

Instructor Says: Good evening.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show 20-45.

(Substitute)

Instructor Says: She put flowers on the table.

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue inserting beautiful after put.

Point to the woman.

Instructor Says: She is a beautiful woman.

Pause for Response:

Repeat the above two lines of dialogue.

Show I-15.

Instructor Says: This is a beautiful woman.

Pause for Response.

Repeat the above two lines of dialogue.

Show 1A-13

(Substitute)

Instructor Says: She keeps the floor clean.

Pause for Response:

Repeat the above two Substitute lines of dialogue.

Show I-6

Repeat the above Substitute lines of dialogue using bathroom.

Show PH-28

Repeat the above Substitute lines of dialogue using refrigerator.

Repeat the above Substitute lines of dialogue using house.

Instructor Says: Does she keep a clean house?

Pause for Response:

Instructor Says: Yes, she does.

Pause for Response:

Repeat the above four lines of dialogue.

Drill B. (Reinforce often, always, and never. Use both and rice.)

Flash PF-1 and PF-11
(Substitute)

Instructor Says: I often eat bacon and eggs for breakfast.

Pause for Response:

Flash PF-26

Instructor Says: I often eat soup for lunch.

Pause for Response:

Flash PF-30

Instructor Says: I often eat reast chicken for dinner.

Pause for Response:

Repeat the above six lines of dialogue using always. Do not use the cards.

Repeat the above six lines of dialogue using never.

Repeat the above six lines of dialogue using sometimes.

Substitute (1) Instructor Says: I eat only bacon for breakfast.
Pause for Response:

(2) Instructor Says: I eat only soup for lunch.
Pause for Response:

(3) Instructor Says: I eat only chicken for dinner.
Pause for Response:

Instructor Says: both bacon and eggs.

Pause for Response:

Close-up of Instructor's mouth as,

Instructor Says: both

Pause for Response:

Instructor Reinforcement: both bacon and eggs.

Pause for response:

Repeat the above two lines of dialogue.

Repeat only the above Substitute line (1) of dialogue as written and then repeat the line using both bacon and eggs.

Repeat only the above Substitute line (2) of dialogue as written and then repeat the line using both soup and salad.

Repeat only the above Substitute line (3) of dialogue as written and then repeat the line using both chicken and potatoes.

Show PA-27

Repeat all the above Substitute lines of dialogue using fish instead of bacon, soup, and chicken.

Show I-16

Instructor Says: This is rice.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: rice
Pause for Response:

Repeat the above two lines of dialogue.

Repeat all the above Substitute lines of dialogue using rice instead of bacon, soup, and chicken.

Repeat all the above Substitute lines of dialogue using both fish and rice instead of bacon, soup, and chicken.

Drill C. (Reinforce daily activity)

Instructor Says: I get up at six o'clock every morning.
Pause for Response:
Instructor Says: Then I always wash my face and hands.
Pause for Response:
Instructor Says: I always brushes my teeth very well.
Pause for Response:
Instructor Says: I always eat only eggs for breakfast.
Pause for Response:
Instructor Says: I go to work at seven o'clock.
Pause for Response:
Instructor Says: I work during the day.
Pause for Response:
Instructor Says: Sometimes, I eat both soup and salad for lunch.
Pause for Response:
Instructor Says: I come home at 5:30 in the afternoon.
Pause for Response:

Instructor Says: I take a bath after work.
Pause for Response:
Instructor Says: I often eat both fish and rice for dinner.
Pause for Response:
Instructor Says: Sometimes I watch television in the evening.
Pause for Response:
Instructor Says: I brush my teeth very well before bed.
Pause for Response:
Instructor Says: I often go to bed at ten o'clock.
Pause for Response:
Instructor Says: Good night.
Pause for Response:

Repeat all the above lines of dialogue.

Instructor Says: She gets up at 6:30 in the morning.
Pause for Response:
Instructor Says: Then she washes her face and hands.
Pause for Response:
Instructor Says: She always brushes her teeth very well.
Pause for Response:
Instructor Says: She always eats only toast for breakfast.
Pause for Response:
Instructor Says: She goes to work at 7:30.
Pause for Response:
Instructor Says: She works during the day.
Pause for Response:
Instructor Says: She sometimes eats only a sandwich for lunch.
Pause for Response:
Instructor Says: She comes home at five o'clock in the afternoon.
Pause for Response:
Instructor Says: She takes a bath after work.
Pause for Response:
Instructor Says: She often eats both fish and rice for dinner, too.
Pause for Response:
Instructor Says: She sometimes watches television in the evening.
Pause for Response:
Instructor Says: She brushes her teeth very well before bed.
Pause for Response:
Instructor Says: She often goes to bed at eleven o'clock.
Pause for Response:
Instructor Says: Good night.
Pause for Response:

Repeat all the above lines of dialogue.

LESSON 8

Materials: Peabody: PH-2, AC-305, 1A-18, PH-25, PF-18, 1A-4, PH-42, 3A-1, 3S-15, PH-41, PH-42, PH-24.

Illustration Packet Kit #1: I-4, I-17.

Objective: Reinforce daytime with slowly, quickly, cook, eat, and brush. Use is pouring, poured, full, everybody, nobody, and somebody.

Method: Review of Lesson 7. The drills will reinforce familiar sentence patterns while strengthening familiar words and introducing the new vocabulary from the lesson Objective.

Drill A. (Review)

Instructor Says: Hello, How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

(Substitute) Instructor Says: I sometimes eat bacon and eggs for breakfast.
Pause for Response:
Instructor Says: I sometimes eat soup for lunch.
Pause for Response:
Instructor Says: I sometimes eat fish and rice for dinner.

Repeat the above Substitute lines of dialogue using often.

Repeat the above Substitute lines of dialogue using always.

Repeat the above Substitute lines of dialogue using never.

Repeat the above Substitute lines of dialogue using only after eat.

Instructor Says: You get up at 6:30 in the morning.
Pause for Response:
Instructor Says: Then you always wash your face and hands.
Pause for Response:
Instructor Says: Then you always brush your teeth very well.
Pause for Response:
Instructor Says: You eat only toast for breakfast.
Pause for Response:
Instructor Says: You go to work at seven o'clock.
Pause for Response:
Instructor Says: You work during the day.
Pause for Response:
Instructor Says: You sometimes eat only a sandwich for lunch.
Pause for Response:

Instructor Says: You come home at five o'clock in the afternoon.

Pause for Response.

Instructor Says: You take a bath after work.

Pause for Response:

Instructor Says: You often eat both fish and rice for dinner.

Pause for Response:

Instructor Says: You watch television.

Pause for Response:

Instructor Says: You brush your teeth very well before bed.

Pause for Response:

Instructor Says: You go to bed at ten o'clock.

Pause for Response:

Instructor Says: Good night.

Pause for Response:

Drill B. (Reinforce daytimes with slowly and quickly. Use is pouring, poured, and full.)

Flash PH-2

Instructor Says: She slept in that bed last night.

Pause for Response:

(Substitute) Instructor Says: She will sleep in that bed tonight.
Pause for Response:

Repeat the above Substitute lines of dialogue using tomorrow night.

Show AC-305

(Substitute) Instructor Says: He washed his face this morning.
Pause for Response:

Repeat the above Substitute lines of dialogue using slowly after face.

Repeat the above Substitute lines of dialogue using quickly after face.

Show 1A-18

Repeat the above Substitute lines of dialogue using drove and truck slowly last night.

Repeat the above Substitute lines of dialogue using drove and truck quickly last night.

Show I-4

(Substitute) Instructor Says: She is making dinner tonight.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using made and last night.

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using will make and tomorrow night.

Repeat the above two lines of dialogue.

Show I-17.

Instructor Says: She is pouring a glass of milk.

Pause for Response:

Repeat the above two lines of dialogue.

Make a motion of pouring as,

Instructor Says: pouring

Pause for Response:

Instructor Reinforcement: She is pouring a glass of milk.

Pause for Response:

Repeat the above two lines of dialogue.

Show PH-25.

Instructor Says: She poured no milk into the glass.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: poured

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She poured no milk into the glass.

Pause for Response:

Repeat the above two lines of dialogue.

Show PF-18. Point from the bottom to the top as,

Instructor Says: She poured a glass full of milk.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: glass full

Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Reinforcement: She poured a glass full of milk.

Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce cook, eat, and brush. Use everybody, nobody, and somebody.)

Show I-4.

(Substitute) Instructor Says: She (1) is cooking fish and rice on the stove (2) today.

Pause for Response:

Repeat the above Substitute lines of dialogue using (1) cooked and (2) last night.

Repeat the above Substitute lines of dialogue using (1) will cook and (2) tomorrow night.

Show 1A-4

(Substitute) Instructor Says: Her son (1) ate his (2) toast for breakfast (3) this morning.

Pause for Response:

Repeat the above Substitute lines of dialogue using (1) will eat (2) pancakes.

Repeat the above Substitute lines of dialogue using (2) ate only (2) cereal.

Repeat the above Substitute lines of dialogue using (2) cereal quickly.

Show PH-42

(Substitute) Instructor Says: I (1) brushed my teeth (2) this morning.

Pause for Response:

Repeat the above Substitute lines of dialogue using (2) yesterday.

Repeat the above Substitute lines of dialogue using (1) will brush and (2) tomorrow.

Instructor Says: Did you brush your teeth today?

Pause for Response:

Instructor Says: Yes, I did. I brush my teeth everyday.

Pause for Response:

Repeat the above four lines of dialogue.

Show 3A-1. Circle - motion all the children.

Instructor Says: everybody

Pause for Response:

Instructor Says: Everybody brushed their teeth today.

Pause for Response:

Repeat the above two lines of dialogue.

Put 3S-15 in front of 3A-1 as,

Instructor Says: nobody

Pause for Response:

Repeat the above two lines of dialogue.

Show PH-42.

Instructor Says: Nobody brushed their teeth today.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-42.

Instructor Says: Somebody brushed his teeth today.
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-24.

Instructor Says: Mary brushed her teeth today.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: It is good to brush your teeth everyday.
Pause for Response:

LESSON 9

Materials: Illustration Packet Kit #1: I-17

Peabody: PH-25, PF-18, 3A-1, 3S-15, PH-42, PP-24, 3U-10, PH-34,
PH-11, PU-9, 3A-21, 3A-7, 1A-24, PA-16, PA-17, PA-12,
PA-6, PP-1, PP-2, 1M-4, 1M-9.

Objective: Reinforce of as possessive. Use inside, outside, big, little,
sake, and bad.

Method: Review of Lesson 8. The drills will reinforce the use of of as a
possessive and utilize familiar nouns and sentences to introduce
the new adjective concepts.

Drill A. (Review)

Instructor Says: Good morning.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show I-17. Make a motion of pouring as,

Instructor Says: She is pouring a glass of milk.

Pause for Response:

Repeat the above two lines of dialogue.

Show PH-25.

Instructor Says: She poured no milk into the glass.

Pause for Response:

Repeat the above two lines of dialogue.

Show PF-18. Point from the bottom to the top as,

Instructor Says: She poured a glass full of milk.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-1. Circle - motion all the children.

Instructor Says: Everybody brushed their teeth today.

Pause for Response:

Repeat the above two lines of dialogue.

Put 3S-15 in front of 3A-1 as,

Instructor Says: Nobody brushed their teeth today.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-42.

Instructor Says: Somebody brushed his teeth today.
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-24.

Instructor Says: Mary brushed her teeth today.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: It is good to brush your teeth everyday.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B. (Reinforce of as possessive. Use inside, outside).

Show 3U-10 and point to the roof.

(Substitute) Instructor Says: This is the (1) roof of the (2) house.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-34 and point to the handle.

Repeat the above Substitute lines of dialogue using (1) handle (2) bucket.

Repeat the above two lines of dialogue.

Show PH-11 and point to the top.

Repeat the above Substitute lines of dialogue using (1) top (2) refrigerator.

Repeat the above two lines of dialogue.

Point to the bottom.

Repeat the above Substitute lines of dialogue using (1) bottom (2) refrigerator.

Repeat the above two lines of dialogue.

Point to the side.

Repeat the above Substitute lines of dialogue using (1) side (2) refrigerator.

Point to the interior.

Instructor Says: inside

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using (1) inside (2) refrigerator.

Repeat the above two lines of dialogue.

Point to the exterior.

Instructor Says: outside

Pause for Response:

Repeat the above two lines of dialogue two more times.

Repeat the above Substitute lines of dialogue using (1) outside (2) refrigerator.

Repeat the above two lines of dialogue.

Show PU-9.

Instructor Says: He is inside the truck.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-21

Instructor Says: He is outside the car.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-7

Instructor Says: She is inside the room.

Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-24

Instructor Says: He is working outside the window.

Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Introduce big-little, rake, bad.)

Show PA-16 beside PA-17. Point to PA-16.

Instructor Says: This is a big pig.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: big pig
Pause for Response:

Repeat the above two lines of dialogue two more times.

Instructor Reinforcement: This is a big pig.
Pause for Response:

Repeat the above two lines of dialogue.

Point to PA-17.

Instructor Says: This is a little pig.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: little pig
Pause for Response:

Repeat the above two lines of dialogue two more times.

Instructor Reinforcement: This is a little pig.
Pause for Response:

Repeat the above two lines of dialogue.

Show PA-12.

(Substitute) Instructor Says: This is a (1) big (2) chicken.
Pause for Response:

Repeat the above two lines of dialogue.

Show PA-6

Repeat the above Substitute lines of dialogue using (1) little (2) chicken.

Show PP-1

Repeat the above Substitute lines of dialogue using (1) little (2) child.

Repeat the above two lines of dialogue.

Show PP-2

Repeat the above Substitute lines of dialogue using (1) big (2) child.

Repeat the above two lines of dialogue.

Show IM-9 beside IM-4. Point to IM-9.

(Substitute) Instructor Says: This (1) rake has a (2) long handle.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: rake
Pause for Response:

Repeat the above two lines of dialogue two more times.

Repeat the above Substitute lines of dialogue.

Point to IM-4's handle and Repeat the above Substitute lines of dialogue using (1) hammer (2) short.

Show 3A-1. Point to the girl.

Instructor Says: She is a good girl.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the boys.

Instructor Says: They are bad boys.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: bad boys
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: They are bad boys.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 10

Materials: Peabody: PU-9, 3A-21, 1A-24, 3A-7, PA-16, PA-17, 1M-9, 1M-4, 3A-1, 1H-5, 1A-2, 1A-13, 1A-3, 3A-5.

Objective: Reinforce short, long, and wearing apparel. Use is combing, comb, (noun) combs, (verb) combed, will comb, and is dressing.

Method: Review of Lesson 9. The drills will expand and reinforce items and concepts from past lessons. The new vocabulary will be introduced with familiar sentence structure.

Drill A. (Review)

Instructor Says: Good afternoon.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show PU-9

(Substitute) Instructor Says: (1) He is (2) inside the (3) truck.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-21

Repeat the above Substitute lines of dialogue using (2) outside (3) car.

Repeat the above two lines of dialogue.

Show 1A-24

Repeat the above Substitute lines of dialogue using (2) outside (3) window.

Repeat the above two lines of dialogue.

Show 3A-7

Repeat the above Substitute lines of dialogue using (1) She (2) inside (3) room.

Repeat the above two lines of dialogue.

Show PA-16

(Substitute) Instructor Says: This is a (1) big (2) pig.

Pause for Response:

Repeat the above two lines of dialogue.

Show PA-17

Repeat the above Substitute lines of dialogue using (1) little.

Repeat the above two lines of dialogue.

Show 1M-9.

(Substitute) Instructor Says: This (1) rake has a (2) long handle.

Pause for Response:

Repeat the above two lines of dialogue.

Show 1M-4

Repeat the above Substitute lines of dialogue using (1) hammer (2) short.

Repeat the above two lines of dialogue.

Show 3A-1 and point to the boys.

Instructor Says: They are bad boys.

Pause for Response:

Repeat the above two lines of dialogue.

Drill B. (Reinforce long-short. Use is combing, comb (noun), combs (verb), combed, will comb, and is dressing.)

Show 1H-5

Instructor Says: This is a comb.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: comb

Pause for Response:

Repeat the above two lines of dialogue two more times.

Instructor Reinforcement: This is a comb.

Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-2

Instructor Says: She is combing her hair.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: is combing
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She is combing her hair.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: She is combing her (1) hair with a comb.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using (1) long hair.

Repeat the above two lines of dialogue.

Show 1A-13

Repeat the above Substitute lines of dialogue inserting not after is and (1) long hair.

Repeat the above two lines of dialogue.

Instructor Says: She combs her long hair often.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She combed her long hair this morning.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She combed her long hair after sweeping.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-3.

Instructor Says: He combs his short hair every morning.
Pause for Response:

Instructor Says: He combed his short hair this morning.
Pause for Response:

Instructor Says: He will comb his hair after dressing.
Pause for Response:

Instructor Says: He is dressing now.
Pause for Response:

Instructor Reinforcement: He will comb his hair after dressing.
Pause for Response:

Instructor Says: He is dressing for school.
Pause for Response:

Drill C. (Reinforce wearing apparel. Use skirt.)

Show 1A-3. Point to the sneakers.

(Substitute) Instructor Says: He is wearing a pair of sneakers.
Pause for Response:

Point to the socks.

Repeat the above Substitute lines of dialogue using a pair of socks.

Point to the shorts.

Repeat the above Substitute lines of dialogue using a pair of shorts.

Point to the hair.

Repeat the above Substitute lines of dialogue using short hair.

Show 3A-5. Point to the woman's long hair as,

(Substitute) Instructor Says: She is wearing long hair.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the blouse.

Repeat the above Substitute lines of dialogue using a blouse.

Repeat the above two lines of dialogue.

Point to the dress.

Repeat the above two lines of dialogue using a dress.

Repeat the above two lines of dialogue.

Point to the legs.

Repeat the above Substitute lines of dialogue using a pair of hose.

Repeat the above two lines of dialogue.

Point to the shoes.

Repeat the above Substitute lines of dialogue using a pair of brown shoes.

Repeat the above two lines of dialogue.

Point to the little girl's sweater.

Repeat the above Substitute lines of dialogue using a sweater.

Repeat the above two lines of dialogue.

Point to the skirt.

Repeat the above Substitute lines of dialogue using a skirt.

Instructor Says: skirt
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using a skirt.

Point to the anklets.

Repeat the above Substitute lines of dialogue using a pair of anklets.

Repeat the above the two lines of dialogue.

Repeat the above Substitute lines of dialogue inserting not after is and using a pair of hose.

Repeat the above two lines of dialogue.

Point to the woman's legs.

Repeat the above Substitute lines of dialogue inserting not after is and using a pair of anklets.

LESSON 11

- Materials:** Peabody: 1A-3, 3A-5, 3T-6, 1A-18, 3T-5, 3T-8, 1H-1, PP-1, PA-14, 20-42, 3A-3, PH-1, PF-24, 3F-5, 3A-1, 1A-7, 3S-25, 1M-31
- Objective:** Reinforce early, late, and prepositions. Use is keeping, left, right, road, down, and up.
- Method:** Review of Lesson 10. The drills will reinforce familiar prepositions using familiar sentence patterns. The new vocabulary will be expressed in similar sentence forms.
-

Drill A. (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Show 1A-3.

Instructor Says: He combs his hair every morning.
Pause for Response:
Instructor Says: He combed his hair this morning.
Pause for Response:
Instructor Says: He will comb his hair after dressing.
Pause for Response:
Instructor Says: He is dressing now.
Pause for Response:
Instructor Says: He will comb his hair after dressing.
Pause for Response:

Show 3A-5. Point to the woman's hair.

(Substitute) Instructor Says: She is wearing long hair.
Pause for Response:

Repeat the above Substitute lines of dialogue using a blouse.

Repeat the above Substitute lines of dialogue using a pair of hose.

Repeat the above Substitute lines of dialogue using a pair of brown shoes.

Point to the girl.

Repeat the above Substitute lines of dialogue using a sweater.

Repeat the above Substitute lines of dialogue using a skirt.

Repeat the above Substitute lines of dialogue using a pair of anklets.

Instructor Says: Both are dressed for school.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Are both dressed for school?
Pause for Response:
Instructor Says: Yes, they are dressed for school.
Pause for Response:

Repeat the above four lines of dialogue.

Drill B. (Reinforce early, late, into, and out of. Use is keeping, left, and right.)

Show 3T-6 to the left of 1A-18.

Instructor Says: He always comes home at six o'clock.
Pause for Response:

Show 3T-5 to the right of 1A-18.

Instructor Says: He came home before six.
Pause for Response:

Instructor Says: He came home early.
Pause for Response:

Put 3T-8 over 3T-5.

Instructor Says: He came home after six.
Pause for Response:

Instructor Says: He came home late.
Pause for Response:

Show 1H-1. Cover PP-1 (tub section only) with a card from Visual Aids Packet.)
Use a placing motion with PP-1 as,

Instructor Says: She put the baby into the tub.
Pause for Response:

Show PP-1 in total as,

Instructor Says: The baby is in the tub.
Pause for Response:

Cover the tub again and use a lifting motion as,

Instructor Says: She took the baby out of the tub.
Pause for Response:

Repeat the above six lines of dialogue with the cards and the motion.

Instructor Says: She is keeping her baby clean.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She always keeps her baby clean.
Pause for Response:

Repeat the above two lines of dialogue.

Show PA-14. Point to the black cat.
(Repeat)

Instructor Says: The black cat is on the right.
Pause for Response:

Point to the brown as,

Instructor Says: The brown cat is on the left.
Pause for Response:

Pointing again with
Close-up of instructor's mouth as,

Instructor Says: right
Pause for Response:

Repeat the above two lines of dialogue.
Pointing again with
Close-up of instructor's mouth as,

Instructor Says: left
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Repeat lines of dialogue with the motion.

Holding up the right hand by the right side of PA-14.

Instructor Says: This is my right hand.
Pause for Response:

Repeat the above two lines of dialouge.

Holding up the left hand by the left side of PA-14.

Instructor Says: This is my left hand.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C.

Show 20-42. (Reinforce prepositions. Use read, down, and up.)

Instructor Says: He is hammering a nail into the board.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-3.

Instructor Says: He is putting paper into the bag.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-1. Instructor Says: Somebody put the food into the refrigerator.
Pause for Response:

Repeat the above two lines of dialogue.

Show PF-24. Point to the lettuce.

Instructor Says: The lettuce is between two slices of bread.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3F-5. Point to the orange towel.

Instructor Says: The orange towel is between the blue and red one.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-1. Point to the dress then to the blouse as,

Instructor Says: She is wearing a dress over a blouse.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Point to the boy as,

Instructor Says: He is wearing a sweater over a shirt.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-7 and point to the blanket as,

Instructor Says: She is putting a blanket over the bed.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3S-25. Point to the man and move across the street as,

(Substitute) Instructor Says: He is walking across the street.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1M-31.

Instructor Says: This is a road.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: road
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a road.
Pause for Response:

Repeat the above two lines of dialogue.

Use a motion toward your person and point to the car as,

Instructor Says: This car is coming up the road.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Use a motion away from your person as,

Instructor Says: Another car goes down the road.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

LESSON 12

Materials: Peabody: PA-14, 3S-25, 1M-31, 1A-1, PF-39, PF-47, PF-6, PF-9, 1F-24, 1F-17, PA-27, 3A-12, PA-27.

Illustration Packet Kit #1: I-18A, I-18B, I-18C, I-19, I-13.

Objective: Introduce the weather. Reinforce bake with food. Use weather, sun, is shining, wind, is raining, picnic, beach, pork chops, fishing, caught, Tumon Beach, and Ypao Beach.

Method: Review of Lesson 11. The drills will develop easy weather concepts utilizing simple sentence forms. Familiar vocabulary will develop the new words of the lesson.

Drill A. (Review)

Instructor Says: Hello. How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show PA-14. Point to the black cat.

Instructor Says: The black cat is on the right.

Pause for Response:

Point to the brown cat.

Instructor Says: The brown cat is on the left.

Pause for Response:

Holding the right hand on the right side of PA-14,

Instructor Says: This is my right hand.

Pause for Response:

Holding the left hand on the left side of PA-14,

Instructor Says: This is my left hand.

Pause for Response:

Repeat the above eight lines of dialogue with the cards and motion.

Show 3S-25.

Instructor Says: He is walking across the street.

Pause for Response:

Repeat the above two lines of dialogue.

Show 1M-31. Point to the car as,

Instructor Says: This car is coming up the road.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Point down the other side away from as,

Instructor Says: Another car goes down the road.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Point to the car as,

Instructor Says: What is this car doing?
Pause for Response:
Instructor Says: This car is coming up the road.
Pause for Response:

Repeat the above four lines of dialogue with the motion.

Point down the road.

Instructor Says: What is the other car doing?
Pause for Response:
Instructor Says: The other car is going down the road.
Pause for Response:

Repeat the above four lines of dialogue with the motion.

Drill B. (Introduce the weather. Use weather, sun, is shining, windy,
is raining, picnic, beach.)

Instructor Says: How is the weather today?
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: weather
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: How is the weather today?
Pause for Response:

Repeat the above two lines of dialogue.

Show I-18A

Instructor Says: It is beautiful weather today.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the sun as,

Instructor Says: The sun is shining.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: the sun

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: The sun is shining.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: How is the weather today?

Pause for Response:

Show I-18B.

Instructor Says: It is windy.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: It is windy.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: How is the weather?

Pause for Response:

Show I-18C

Instructor Says: It is raining.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: raining

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: It is raining.

Pause for Response:

Repeat the above two lines of dialogue.

Show I-18A.

Instructor Says: How is the weather today?

Pause for Response:

Instructor Says: It is beautiful weather.

Pause for Response:

Instructor Says: Good! Let's go on a picnic.

Pause for Response:

Show I-19.

Instructor Says: picnic

Pause for Response:

Repeat the above two lines of dialogue.

(Repeat)

Instructor Says: Let's go on a picnic to Ypao Beach.

Pause for Response:

Repeat the above two lines of dialogue.

Point the beach area.

Instructor Says: the beach

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (Repeat) lines of dialogue.

Drill C. (Reinforce bake with food. Use pork chops, fishing, caught,
Tumon Beach, and Ypao Beach.)

Show 1A-1

Show PF-37

(Substitute)

Instructor Says: Sam will bake a banana cake.

Pause for Response:

Show PF-47

Repeat the above Substitute lines of dialogue using a pineapple cake.

Show PF-6

Repeat the above Substitute lines of dialogue using some cookies.

Repeat the above two lines of dialogue.

Show I-13.

Repeat the above Substitute lines of dialogue using a loaf of bread.

Repeat the above two lines of dialogue.

Show PF-9 and 1F-24 and repeat the above Substitute lines of dialogue using some cupcakes.

Repeat the above two lines of dialogue.

Show 1F-17.

Instructor Says: pork chops

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using some pork chops.

Repeat the above two lines of dialogue.

Instructor Says: Which of these food do you like best?

Pause for Response:

Instructor Says: I like fish best.

Pause for Response:

Instructor Says: I like pork chops too.

Pause for Response:

Repeat the above six lines of dialogue.

Show I-18-B.

Instructor Says: My brother went to Tumon Beach yesterday.

Pause for Response:

Show 3A-12

Instructor Says: He went fishing.

Pause for Response:

Tip PA-27 as if the fish were on a string.

Instructor Says: He caught some fish.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: caught

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He caught some fish.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I am baked those fish for dinner.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Those fish were delicious.

Pause for Response:

Repeat the above two lines of dialogue.

LESSON 13

Materials: Illustration packet Kit #1: I-18A, I-18B, I-18C, I-19, I-10.
Peabody: 3A-12, 2N1-100, PC-29

ESL Project Calendar Kit #2.

Objective: Reinforce learn and telling time. Use others and Ordinal numbers 1-31.

Method: Review of Lesson 12. The drills will use familiar sentence patterns but will generally stress numbers rather than full sentence patterns because of the lesson Objective.

Drill A. (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's review.

Instructor Says: How is the weather?
Pause for Response:

Show I-18A

Instructor Says: It is beautiful weather today.
Pause for Response:

Show I-18B

Instructor Says: It is windy today.
Pause for Response:

Show I-18C

Instructor Says: It is raining.
Pause for Response:

Repeat the above eight lines of dialogue.

Show I-19.

Instructor Says: Let's go on a picnic to Ipao Beach.
Pause for Response:

Show 3A-12

Instructor Says: My brother went fishing there yesterday.
Pause for Response:
Instructor Says: He caught some fish.
Pause for Response:
Instructor Says: We ate them for dinner.
Pause for Response:

Instructor Says: They were delicious.
Pause for Response:
Instructor Says: Let's go fishing, too.
Pause for Response:

Repeat the above twelve lines of dialogue with the cards.

Drill B. (Reinforce learn. Use other and Ordinal numbers 1-31)

Instructor Says: I am learning English.
Pause for Response:
Instructor Says: I learned to count in English.
Pause for Response:
Instructor Says: Now, let's count in English.
Pause for Response:

Use 2N 1-100.

Arrange these numbers in order: 2, 13, 24, 35, 46, 57, 68, 79, 80, 88, 99, 100.

Show 2

(Substitute) Instructor Says: two
Pause for Response:

Repeat the above Substitute lines of dialogue using the arranged numbers and saying each numbers aloud as it is shown.

Instructor Says: Very good. Let's repeat them.
Pause for Response:

Repeat all the above numbers in the Substitute lines of dialogue formation and flash the cards.

Smilingly, Instructor Says: Very good. You are learning those numbers very well. Now, let's learn some other numbers.

Show the special marked calendar for January. Point to number 1 as,

(Substitute) Instructor Says: first
Pause for Response:

Repeat the above two lines of dialogue two more times.

Point to 2

Repeat the above Substitute lines of dialogue using second.

Repeat the above two lines of dialogue two more times.

Point to 3.

Repeat the above Substitute lines of dialogue using third.

Close-up of instructor's mouth and repeat the above two lines of dialogue two more times.

Point to 4

Repeat the above Substitute lines of dialogue using fourth.

Close-up of instructor's mouth and repeat the above two lines of dialogue two more times.

Now, pointing to each of the remaining 31 numbers and follow the Substitute form that is, pronounce and pause through each of the 31 numbers. The special-marked calendar has coded colors for similar numbers.

Point to 1 then 21 then 31 as:

Instructor Says: First, Twenty-first, Thirty-first.
Pause for Response:

Repeat the above two lines of dialogue.

Point to 2 then 22.

Instructor Says: Second, Twenty-second
Pause for Response:

Repeat the above two lines of dialogue.

Point to 3 then 23.

Instructor Says: third, twenty-third
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce telling time)

Show PC-29

Instructor Says: Is this a watch?
Pause for Response:
Instructor Says: Yes, it is.
Pause for Response:
Instructor Says: What time is it?
Pause for Response:
Instructor Says: It is 8:18.
Pause for Response:

Now show I-10 at 8 o'clock.
(Substitute)

Instructor Says: It's eight o'clock.
Pause for Response:

Now, repeat the above Substitute lines of dialogue moving the hour hand forward each number. Full circle and back to three. Repeat each hour of the clock.

Now, repeat the above Substitute lines of dialogue beginning at 8 o'clock and move the minute hand in groups of five minutes saying: 8:05, 9:10, 10:15, etc., and ending at 12 with 9 o'clock. (Note: be sure to move the hour hand to nine.)

Begin the minute hand at 12 and advance it for five minutes as,

(Substitute) Instructor Says: five minutes
 Pause for Response:

Repeat the above two lines of dialogue.

Now continue to count in fives advancing around the clock, i.e. ten minutes, etc. to twelve then.

Instructor Says: That is one hour.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: I can tell the time.
 Pause for Response:

Repeat the above Substitute lines of dialogue using minutes.

Repeat the above Substitute lines of dialogue using hours.

Repeat the above Substitute lines of dialogue using days.

LESSON 14

Materials: ESL Project Calendar Kit #2.
Peabody: PC-29, 1A-19, 1P-26, 1M-34, 3M-18, PH-9, 1H-34, PH-10,
PT-37, PU-13, PU-6, 2F-7, 3A-1.

Illustration Packet Kit #1: I-3, I-9.

Objective: Reinforce go, hear, and listen. Use tree, and neither.

Method: Review of Lesson 13. The drills will utilize familiar sentence patterns which are used in daily conversation and will reinforce those patterns in repetition using familiar nouns.

Drill A. (Review)

Instructor Says: Good afternoon.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show the calendar for January. Point to 1 as,

(Substitute) Instructor Says: first
Pause for Response:

Point to 2.

Repeat the above Substitute lines of dialogue using second.

Point to 3.

Repeat the above Substitute lines of dialogue using third.

Point to 4.

Repeat the above Substitute lines of dialogue using fourth.

Point to each of remaining 31 numbers and follow the Substitute form, that is, pronounce and pause through each of the 31 numbers. On the special marked calendar, point to 1, 21, and 31 as,

(Substitute) Instructor Says: first, twenty-first, thirty-first
Pause for Response:

Point to 2 and 22.

Repeat the above Substitute lines of dialogue using second and twenty-second.

Point to 3 and 23.

Repeat the above Substitute lines of dialogue using third and twenty-third.

Show PC-29.

Instructor Says: What time is it?

Pause for Response:

Instructor Says: It is 8:18.

Pause for Response:

Instructor Says: Very good. Now you can tell the time.

Drill B. (Reinforce go. Use tree.)

Show 1A-19.

(Substitute) Instructor Says: (1) He (2) goes to (3) work at seven o'clock everyday.

Pause for Response:

Instructor Says: (1) He (2) went to (3) work at seven o'clock today.

Pause for Response:

Instructor Says: (1) He (2) will go to (3) work at seven o'clock tomorrow.

Pause for Response.

Repeat the above Substitute lines of dialogue using (2) comes from, (2) came from, and (2) will come from.

Repeat the above Substitute lines of dialogue using (3) Agana.

Show 1P-26.

(Substitute) Instructor Says: They go to school early.

Pause for Response:

Instructor Says: They went to school early.

Pause for Response:

Instructor Says: They will go to school early.

Repeat the above Substitute lines of dialogue using comes from, came from, will come from plus late.

Show I-3.

(Substitute) Instructor Says: They often go shopping on Saturday.

Pause for Response:

Instructor Says: They went shopping last Sunday.

Pause for Response:

Instructor Says: They will go shopping next week.

Pause for Response:

Repeat the above Substitute lines of dialogue using downtown.

Show I-9.

Repeat the above Substitute lines of dialogue using on a picnic.

Show 1M-34.

Instructor Says: This is a tree.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says; tree

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a tree.

Pause for response:

Repeat the above two lines of dialogue.

Show I-9 under 1M-34.

Instructor Says: They are having a picnic under a big tree.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce hear and listen. Use neither.)

Show 3M-18. Cup the hand behind the ear as

(Substitute) Instructor Says: I hear music.
Pause for Response:

Show PH-9.

Repeat the above Substitute lines of dialogue using the radio.

Show 1H-34.

Repeat the above Substitute lines of dialogue using the television set.

Show PH-10

Repeat the above Substitute lines of dialogue using a phonograph.

Show PT-37

Repeat the above Substitute lines of dialogue using a whistle.

Show PU-13

Repeat the above Substitute lines of dialogue using an ambulance.

Show PU-6

Repeat the above Substitute lines of dialogue using a jet plane.

Show 2F-7 to the right of 3M-18.

Instructor Says: He is listening to the music now.
Pause for Response:

Turn 2F-7 over.

(Substitute) Instructor Says: He listened to the music yesterday.
Pause for Response:
Instructor Says: He will listen to the music tomorrow.
Pause for Response:

Repeat the above Substitute lines of dialogue using radio.

Repeat the above Substitute lines of dialogue using phonograph.

Show 3A-1. Point to the girl.

Instructor Says: Only she is listening to the teacher.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the boys.

Instructor Says: Neither of the boys is listening.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: neither
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Neither of the boys is listening.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She is a good girl.
Pause for Response:
Instructor Says: They are bad boys.
Pause for Response:

Repeat the above four lines of dialogue.

LESSON 15

Material: Illustration Packet Kit #1: I-3, I-9, I-17

Peabody: 1M-34, 3A-1, 1A-4, PF-19, PF-38, PF-47, PF-41, PF-25, 1F-4, 20-38, PF-13, PF-24, PF-23, PF-27, PA-27, PF-26, PF-23.

Objective: Reinforce pour and foods. Use him, will pour, half, restaurant, and but.

Method: Review of Lesson 14. The drills will reinforce familiar sentence patterns, introduce new vocabulary, and emphasize familiar nouns previously taught.

Drill A. (Review)

Instructor Says: Good evening.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show I-3.

(Substitute)

Instructor Says: They often go shopping on Saturday.

Pause for Response:

Instructor Says: They went shopping last Sunday.

Pause for Response:

Instructor Says: They will go shopping next week.

Pause for Response:

Repeat the above Substitute lines of dialogue using downtown.

Show I-9.

Repeat the above Substitute lines of dialogue using on a picnic.

Show I-9 under 1M-34.

Instructor Says: They are having a picnic under a big tree.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-1.

Instructor Says: Nobody is having a picnic.

Pause for Response:

Repeat the above two lines of dialogue.

Point to the boys.

Instructor Says: Neither of the boys is listening.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the girl.

Instructor Says: Only the girl is listening.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B. (Reinforce pour. Use him, will pour, and half.)

Show I-17 beside 1A-4.

(Substitute) Instructor Says: She poured a glass of milk for him.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth.

Instructor Says: him
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She poured a glass of milk for him.
Pause for Response:

Repeat the above two lines of dialogue.

Flash PF-19.

Repeat the above Substitute lines of dialogue using orange juice.

Flash PF-38.

Repeat the above Substitute lines of dialogue using apple juice.

Flash PF-47.

Repeat the above Substitute lines of dialogue using pineapple juice.

(Substitute) Instructor Says: She will pour a glass of milk for him.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She will pour a glass of milk
for him.
Pause for Response:

Repeat the above two lines of dialogue.

Flash PF-41.

Repeat the above Substitute lines of dialogue using grape juice.

Flash PF-25.

Repeat the above Substitute lines of dialogue using soft drink.

Show 1F-4.

Instructor Says: This glass is full of milk.
Pause for Response:

Cover the top half as,

Instructor Says: This glass is half full.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: half
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This glass is half full.
Pause for Response:

Show 1A-4 and point to the glass and repeat the above two lines of dialogue.

Instructor Says: Would you like a glass full of pineapple
juice?

Pause for Response;

Instructor Says: No, only half a glass full, thank you.
Pause for Response:

Repeat the above four lines of dialogue.

Flash PF-19.

Repeat the above Substitute lines of dialogue using orange.

Flash PF-38.

Repeat the above Substitute lines of dialogue using apple.

Drill C. (Reinforce foods. Use restaurant, but.)

Show 20-38.

Instructor Says: This is a restaurant.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: restaurant
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a restaurant.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: He ate a hamburger at a restaurant.
Pause for Response:
Instructor Says: He will eat a hamburger at a restaurant.
Pause for Response:

Repeat the above four lines of dialogue.

Flash PF-13.

Repeat the above Substitute lines of dialogue using a hot dog.

Flash PF-24.

Repeat the above Substitute lines of dialogue using a sandwich.

Flash PF-23.

Repeat the above Substitute lines of dialogue using a salad.

Flash PF-27.

Repeat the above Substitute lines of dialogue using some spaghetti.

Flash PF-27.

Repeat the above Substitute lines of dialogue using some fish and rice.

Flash PF-26.

Repeat the above Substitute lines of dialogue using some soup.

Show PF-23.

Repeat the above Substitute lines of dialogue using a lettuce and tomato salad.

Instructor Says: Would you like to eat at a restaurant.
Pause for Response:
Instructor Says: Yes, I would, thank you.
Pause for Response:
Instructor Says: Then let's go to a good restaurant for lunch.
Pause for Response:

Repeat the above six lines of dialogue.

Instructor Says: Is there a good restaurant in Liguan Terrace?
Pause for Response:
Instructor Says: No, but there is a good one in Tamuning.
Pause for Response:
Instructor Says: Fine. Let's go to the restaurant in Tamuning.
Pause for Response:

Repeat the above six lines of dialogue.

LESSON 16

Materials: Illustration Packet Kit #1: I-17

Peabody: IA-4, PF-19, PF-49, 20-38, PF-24, 3R-3, Large Story
Card 1 Kit #1, 2N-19, 2N-50, 2N-48, 2N-58, 2N-62, 2N-30.

Calendar Kit #2.

Objective: Reinforce the months of the year and birth date. Use begins, ends, old, and new.

Method: Review of Lesson 15. The drills will utilize familiar sentence patterns, develop repetition of month names, and strengthen question-answer technique.

Drill A. (Review)

Instructor Says: Hello, How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's review.

Show I-17 beside 1A-4.

(Substitute)

Instructor Says: She poured a glass of milk for him.

Pause for Response:

Instructor Says: She will pour a glass of milk for him.

Pause for Response:

Flash PF-19.

Repeat the above Substitute lines of dialogue using orange juice.

Flash PF-49.

Repeat the above Substitute lines of dialogue using pineapple juice.

Point to the glass in 1A-4.

Repeat the above Substitute lines of dialogue inserting half before a.

Instructor Says: Would you like a glass full of milk?

Pause for Response:

Instructor Says: No, only half a glass full, thank you.

Pause for Response:

Repeat the above four lines of dialogue.

Show 20-38.

(Substitute)

Instructor Says: He ate a hamburger at a restaurant.

Pause for Response:

Instructor Says: He will eat a hamburger at a restaurant.

Pause for Response:

Flash PF-24.

Repeat the above Substitute lines of dialogue using lettuce and tomato salad.

Instructor Says: Is there a good restaurant in Dededo?

Pause for Response:

Instructor Says: Yes, there is. But, let's eat in Agana.

Pause for Response:

Instructor Says: Fine, let's go to Agana.

Pause for Response:

Drill B. (Reinforce the months of the year.)

Show 3R-3.

Instructor Says: This is one month.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: There are twelve months in a year.

Pause for Response:

Instructor Says: Now, let's repeat the twelve months.

Pause for Response:

Instructor Says: January

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: February

Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Instructor Says: March

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: April

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: May

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: June

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: July
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: August
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: September
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: October
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: November
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: December
Pause for Response:

Repeat the above two lines of dialogue.

Now Repeat all the Month lines of dialogue beginning with January, but DO NOT DO the Repeat lines. This is for immediate reinforcement.

Drill C. (Reinforce birth date. Use begins, ends, old, and new.)

Show Large Story Card 1 folded so only the parents and baby show.

Instructor Says: This baby was born last week.
Pause for Response:

Repeat the above two lines of dialogue.

Show 2N-19 and 2N-50 to the right of 3R-3. Point to the 2nd then to the woman in LSC 1.

Instructor Says: She was born on January 2, 1950.
Pause for Response:

Repeat the above two lines of dialogue with the motion.

Put 2N-48 over 2N-50. Point to 23rd then to the man.

Instructor Says: He was born on March 23, 1950.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: When were you born?
Pause for Response:
Instructor Says: I was born on June 28, 1960.
Pause for Response:

Put 2N-58 over 2N-48.

Repeat the above Substitute lines of dialogue using August 14, 1958.

Put 2N-62 over 2N-58.

Repeat the above Substitute lines of dialogue using May 1, 1962.

Show LSC-1. Point to the grandmother.

Put 2N-30 over 2N-62.

Repeat the above Substitute lines of dialogue using September 30, 1930.

Show the Calendar, cover 1981.

Instructor Says: What year is it now?
Pause for Response:
Instructor Says: It is 1981.
Pause for Response:

Repeat the four lines of dialogue.

(Repeat) Instructor Says: January begins the year.
Pause for Response:
Instructor Says: December ends the year.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: begins
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: ends
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Repeat lines of dialogue.

Repeat the above Repeat lines of dialogue using new and old in the separate sentence just before year.

✓ Instructor Says: new year
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: old year
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Repeat lines of dialogue again using new and old in the separate sentences before year.

LESSON 17

Materials: Peabody: 3R-3, 2N-19, 2N-50, Large Story Card 1 Kit #1, 2N-30, 3A-7, 20-20, PH-11, 1H-24, 20-21, PH-11, I-14A, I-14B, PP-10, PP-16.

A book.

Objective: Reinforce open, close, and health concepts. Use door, fever, nurse, will take, and care.

Method: Review of Lesson 16. The drills will reinforce those concepts of the Objective which pose great difficulty in understanding. Simple sentence patterns will be used to help with the reinforcement.

Drill A. (Review)

Instructor Says: Good morning.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin the review with the twelve months of the year.

(Substitute) Instructor Says: January
Pause for Response:

Repeat the above Substitute lines of dialogue for each of these months: February, March, April, May, June, July, August, September, October, November, December.

Show 3R-3. Put 2N-19, 2N-50 beside it. Point to the 2nd and then point to the mother in LSC-1 as,

(Substitute) Instructor Says: When was she born?
Pause for Response:
Instructor Says: She was born on January 2, 1950.
Pause for Response:

Put 2N-30 over 2N-50. Point to the (Calendar) 30th and then to the grandmother.

Repeat the above Substitute lines of dialogue using September 30, 1930.

Instructor Says: When were you born.

Pause for Response:

Instructor Says: I was born on (month) (day), (year).

Pause for Response:

Instructor Says: What month begins the year?
Pause for Response:
Instructor Says: January begins the year.
Pause for Response:
Instructor Says: What month ends the year?
Pause for Response:
Instructor Says: December ends the year.
Pause for Response:

Repeat only the last eight lines of dialogue above.

Drill B. (Reinforce open and close. Use door.)

Show a book.

Instructor Says: Open the book.
Pause for Response:

Open the Book.

Instructor Says: The book is open.
Pause for Response:
Instructor Says: Close the book.
Pause for Response:

Close the book.

Instructor Says: The book is closed.
Pause for Response:

Show 3A-7 with an upright motion.

Instructor Says: She is opening the window.
Pause for Response:

Use a downward motion.

Instructor Says: She is closing the window.
Pause for Response:

Instructor Says: Open the window, please.
Pause for Response:
Instructor Says: Close the window, please.
Pause for Response:

Show 20-20. Point to the door as,

Instructor Says: This door is closed.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: door
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This door is closed.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-11. Point to the door with an open motion.

Instructor Says: The refrigerator door is open.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1H-24. Point to the doors.

Instructor Says: Are these doors open?
Pause for Response:
Instructor Says: No, they aren't.
Pause for Response:

Repeat the above four lines of dialogue.

Show 20-21. Point to the door.

Instructor Says: Is the dryer door open?
Pause for Response:
Instructor Says: Yes, it is.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Close the dryer door, please.
Pause for Response:

Show PH-11 as,

Instructor Says: Close the refrigerator door, please.
Pause for Response:

Drill C. (Reinforce health concepts. Use fever, nurse, will take, and care.)

Show I-14A. Cover all but the girl in bed.

Instructor Says: I am not well today.
Pause for Response:
Instructor Says: I am ill.
Pause for Response:

Repeat the above two lines of dialogue.

Show only the shivering boy.

(Substitute) Instructor Says: I am cold.
Pause for Response:

Repeat the above two lines of dialogue.

Show only the sweating boy.

Repeat the above Substitute lines of dialogue using hot.

Repeat the above two lines of dialogue.

Show only the head on I-14B.

Instructor Says: I have a headache.

Pause for Response:

Repeat the above two lines of dialogue.

Show only the man with the sore throat. Point to the throat as,

Instructor Says: I have a sore throat.

Pause for Response:

Repeat the above two lines of dialogue with the motion.

Show PP-10 with PP-16. Point to the girl in bed.

Instructor Says: She is very hot.

Pause for Response:

Instructor Says: She has a fever.

Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: fever

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She has a fever.

Pause for Response:

Repeat the above two lines of dialogue.

Point to the doctor and nurse.

Instructor Says: The doctor is watching her.

Pause for Response:

Point to the nurse.

Instructor Says: The nurse is there, too.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: nurse

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: The nurse is there, too.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: The doctor and the nurse will take care of her.

Pause for Response:

Repeat the above two lines of dialogue.

LESSON 18

Materials: Peabody: 20-21, 20-20, 3A-7, 1C-15, PC-4.

Illustration Packet Kit #1: I-14A, I-14B, I-3, I-11, Money Card
Kit #2: MC-17, MC-5.

Objective: Reinforce shopping and money. Use sometimes, center, and spent.

Method: Review of Lesson 17. The drills will utilize familiar sentence patterns, develop question-answer technique, and reinforce daily usage vocabulary.

Drill A. (Review)

Instructor Says: Good afternoon.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin the review.

Show a book.

(Substitute)

Instructor Says: Open the book.

Pause for Response:

Open the book.

Instructor Says: The book is open.

Pause for Response:

Close the book.

Instructor Says: Close the book.

Pause for Response:

Instructor Says: The book is closed.

Pause for Response:

Show 20-21 and 20-20. Point to 20-21 for open and 20-20 for closed and repeat the above eight lines of dialogue using door.

Show 3A-7.

Repeat the above Substitute lines of dialogue using window.

Show I-14A.

(Substitute)

Instructor Says: I am ill.

Pause for Response:

Point to the shivering boy.

Repeat the above Substitute lines of dialogue using cold.

Show I-14B. Point to the head.

(Substitute)

Instructor Says: I have a headache.

Pause for Response:

Repeat the above two lines of dialogue using fever.

Point to the throat.

Repeat the above Substitute lines of dialogue using sore throat.

Instructor Says: I need to see the doctor and the nurse.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: The doctor and the nurse will take care of me.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B. (Reinforce shopping. Use sometimes and center.)

Show I-3.

(Substitute)

Instructor Says: They are shopping downtown.

Pause for Response:

Instructor Says: They were shopping yesterday.

Pause for Response:

Instructor Says: They will shop again tomorrow.

Pause for Response:

Repeat the above six lines of dialogue.

Repeat the above Substitute lines of dialogue putting early after shopping and shop.

Repeat the above Substitute lines of dialogue putting for groceries after shopping and shop.

Repeat the above Substitute lines of dialogue putting for clothes after shopping and shop.

Repeat the above Substitute lines of dialogue putting in a store after shopping and shop.

Repeat the above Substitute lines of dialogue using we for they.

Instructor Says: Where are they shopping?

Pause for Response:

Instructor Says: They are shopping downtown.

Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: When were they shopping?

Pause for Response:

Instructor Says: They were shopping yesterday.

Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: When will they shop again?

Pause for Response:

Instructor Says: They will shop again tomorrow.

Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Do you like to go shopping?

Pause for Response:

Instructor Says: Yes, I do.

Pause for Response:

Instructor Says: Where do you go shopping?

Pause for Response:

Instructor Says: Sometimes I go shopping downtown Agana.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: sometimes

Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Reinforcement: Sometimes I go shopping downtown Agana.

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using in the shopping center.

Repeat the above Substitute lines of dialogue using in Tamuning at the shopping center.

Drill C. (Reinforce money. Use spent.)

Show I-11. Point to the penny as,

(Substitute) Instructor Says: This is a penny.

Pause for Response:

Point to the nickel, dime, quarter, and dollar one at a time.

Repeat each of the names in the Substitute lines of dialogue, then point to all the money.

Instructor Says: This is money.

Pause for Response:

(Substitute) Instructor Says: I need money for shopping.

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using food.

Repeat the above Substitute lines of dialogue using clothes.

Repeat the above Substitute lines of dialogue using school.

Repeat the above Substitute lines of dialogue using the doctor.

Show 1C-15.

Instructor Says: I want to buy a dress.

Pause for Response:

Instructor Says: How much does that dress cost?

Pause for Response:

Show MC-17 beside 1C-15.

Instructor Says: It costs twenty-five dollars.

Pause for Response:

Instructor Says: Here is thirty dollars.

Pause for Response:

Instructor Says: Your change is five dollars.

Pause for Response:

Instructor Says: Thank you.

Pause for Response:

Show PC-4.

Instructor Says: I want to buy this cap.

Pause for Response:

Show MC-5 beside PC-4.

Instructor Says: It costs \$3.25.

Pause for Response:

Instructor Says: Here is five dollars.

Pause for Response:

Instructor Says: Your change is \$1.75.

Pause for Response:

Instructor Says: Thank you for shopping at our store.

Pause for Response:

Instructor Says: I spent most of my money.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: spent

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I spent most of my money.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Now, let's go home.

LESSON 19

Materials: Illustration Packet Kit #1: I-3, I-11

Peabody: Money Card Kit #2: MC-17, 1C-15, 3U-10, PC-29, Large Story Card 1 Kit #1, 1A-18, 1A-1, 1A-20, 1A-7, PP-1, PH-44, 1H-14, AC-169, PA-9, PP-2, PC-29, PP-4, 20-4.

Objective: Reinforce possessive pronouns. Use party, money, and few.

Method: Review of Lesson 18. The drills will use familiar sentence patterns to reinforce the Objective of the lesson. Repetition will serve to strengthen pronoun usage.

Drill A. (Review)

Instructor Says: Good evening.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin the review.

Show I-3.

(Substitute)

Instructor Says: They were shopping downtown Agana.

Pause for Response:

Instructor Says: They will shop for groceries in Tamuning.

Pause for Response:

Repeat the above Substitute lines of dialogue using in a store.

Repeat the above Substitute lines of dialogue using for clothes.

Repeat the above Substitute lines of dialogue using early.

Show I-11

(Substitute)

Instructor Says: This is a coin.

Pause for Response:

Repeat the above Substitute lines of dialogue using each of these words: penny, nickel, dime, and quarter.

Instructor Says: You have all these coins.

Pause for Response:

Instructor Says: Do you have any change?

Instructor Says: Yes, I do.

Pause for Response:

Show MC-17 beside 1C-15.

Instructor Says: This dress costs twenty-five dollars.
Pause for Response:
Instructor Says: Here is thirty dollars.
Pause for Response:
Instructor Says: Your change is five dollars.
Pause for Response:
Instructor Says: Thank you for shopping at our store.
Pause for Response:

Drill B. (Reinforce possessive pronouns. Use party.)

Hold 3U-10.

(Substitute) Instructor Says: Whose house is this?
Pause for Response:
Instructor Says: It's ours.
Pause for Response:

Show PC-29.

Repeat the above Substitute lines of dialogue using wristwatch and his.

Show LSC-1.

Repeat the above Substitute lines of dialogue using baby and theirs.

Show 1A-18

Repeat the above Substitute lines of dialogue using truck and his.

(Substitute) Instructor Says: Where is your home?
Pause for Response:
Instructor Says: It is in Tamuning.
Pause for Response:

Repeat the above Substitute lines of dialogue using baby, he, and bed.

Repeat the above Substitute lines of dialogue using daughter, she, the kitchen.

Repeat the above Substitute lines of dialogue using husband, he, the truck.

Instructor Says: You were born on your birthday.
Pause for Response:
Instructor Says: When is your birthday.
Pause for Response:
Instructor Says: It's January 22nd.
Pause for Response:

Repeat the above Substitute lines of dialogue using your and March 15th.

Repeat the above Substitute lines of dialogue using his and April 1st.

Repeat the above Substitute lines of dialogue using her and December 8th.

Show 1A-1

Instructor Says: Sam is baking a cake for my birthday.

Pause for Response:

Instructor Says: I will have a birthday party.

Pause for Response:

Instructor Says: party

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I will have a birthday party.

Pause for Response:

Instructor Says: Will you come, too?

Pause for Response:

Drill C. (Possessive pronouns continued. Use many and few.)

Show 1A-20.

Instructor Says: Where is her husband?

Pause for Response:

Instructor Says: He's in his garden.

Pause for Response:

Show 1A-7.

Instructor Says: Where is their daughter?

Pause for Response:

Instructor Says: She's in her bedroom.

Pause for Response:

Show PP-1.

Instructor Says: Where is their son?

Pause for Response:

Instructor Says: He's taking his bath in the bathtub.

Pause for Response:

Show PH-44.

Instructor Says: This is his soap and towel.

Pause for Response:

Show 1H-14.

Instructor Says: This is his toothbrush and toothpaste.

Pause for Response:

Show AC-169. Point to each item as,

Instructor Says: This is his lock and key.

Pause for Response:

Show PP-9.

Instructor Says: This is somebody's dog.

Pause for Response:

Show PP-1.

Instructor Says: This baby is hers.
Pause for Response:

Show PP-2.

Instructor Says: This boy is ours.
Pause for Response:

Show PC-29.

Instructor Says: This is somebody's watch.
Pause for Response:

Show PP-4.

Instructor Says: He is my father.
Pause for Response:

Show 20-4.

Instructor Says: These books are hers.
Pause for Response:

Point to the book on the shelf in 20-4.

Instructor Says: She has many books.
Pause for Response:

Instructor Says: many
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She has many books in her room.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: All these books are hers.
Pause for Response:

Point to her hands.

Instructor Says: She is carrying a few books in her arms.
Pause for Response:

Instructor Says: few
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She is carrying a few book in
her arms.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 20

Materials: Peabody: PC-29, Large Story Card-1 Kit #1, 1A-18, PH-44, 1H-14, AC-169, 20-4, 20-21, 3F-5, 20-21, 1H-16, 3F-5, PH-12, PH-21, 3F-5, PH-11, PH-22, 1A-4, PA-27, PF-30, PF-4, PF-20, 1F-6, 1F-9, PF-1C, PF-6, PF-9.

Illustration Packet Kit #1: I-16, I-4

Objective: Reinforce household items and food with time elements. Use vacuum cleaner and doughnuts.

Method: Review of Lesson 19. The drills will be repetition of familiar sentence patterns with emphasis on previous knowledge of vocabulary and item recognition.

Drill A. (Review)

Instructor Says: Hello, How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's begin our review.

Show PC-29.
(Substitute)

Instructor Says: Whose wristwatch is this?
Pause for Response:
Instructor Says: It's mine.
Pause for Response:

Show LSC-1.

Repeat the above Substitute lines of dialogue using baby and theirs.

Show 1A-18.

Repeat the above Substitute lines of dialogue using truck and his.

Show LSC-1
(Substitute)

Instructor Says: When is your birthday?
Pause for Response:
Instructor Says: It's January 1st.
Pause for Response:

Repeat the above Substitute lines of dialogue using her and October 22nd.

Repeat the above Substitute lines of dialogue using his and March 15th.

Show PH-44.
(Substitute)

Instructor Says: This is his soap and towel.
Pause for Response:

Show 1H-14.

Repeat the above Substitute lines of dialogue using toothbrush and toothpaste.

Show AC-169.

Repeat the above Substitute lines of dialogue using lock and key.

Show 20-4.

Instructor Says: She has many books in her room.

Pause for Response:

Instructor Says: She is carrying a few books in her arms.

Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Very good. You are learning to speak English.

Drill B. (Reinforce household items. Use vacuum cleaner.)

Show 20-21.

(Substitute) Instructor Says: Anna is putting the clothes into the washing machine.

Pause for Response:

Show 3F-5.

Repeat the above Substitute lines of dialogue using clothes dryer.

Show 20-21.

(Substitute) Instructor Says: I saw Anna (1) in the laundromat.

Pause for Response:

Instructor Says: She was (2) putting clothes (3) into the (4) washing machine.

Pause for Response:

Repeat the above four lines of dialogue.

Repeat the above Substitute lines of dialogue using (4) dryer.

Repeat the above Substitute lines of dialogue using (2) taking; (3) out of

Show 1A-16.

Repeat the above Substitute lines of dialogue using (1) at home.

Show 3F-5.

Repeat the above Substitute lines of dialogue using (1) at home; (4) dryer.

Show PH-12.

Repeat the above Substitute lines of dialogue using (1) at home; (2) sewing; (3) on; (4) sewing machine.

Show PH-21.

(Substitute) Instructor Says: This is a washing machine.

Pause for Response:

Instructor Says: This machine is for the home.

Pause for Response:

Show 3F-5.

Repeat the above Substitute lines of dialogue using clothes dryer.

Show PH-11.

Repeat the above Substitute lines of dialogue using refrigerator.

Show PH-12.

Repeat the above Substitute lines of dialogue using sewing machine.

Show PH-22.

Instructor Says: This is a vacuum cleaner.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: vacuum cleaner

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a vacuum cleaner.

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using vacuum cleaner.

Instructor Says: You clean the floor with a vacuum cleaner.

Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce eat with foods with time elements. Use doughnuts.)

Show 1A-4.

(Substitute)

Instructor Says: He eats (1) breakfast (2) everyday.

Pause for Response:

Instructor Says: He ate (1) breakfast (2) yesterday.

Pause for Response:

Instructor Says: He will eat (1) breakfast (2) tomorrow.

Pause for Response:

Repeat the above Substitute lines of dialogue inserting an orange for before (1).

Repeat the above Substitute lines of dialogue inserting some fruit for before (1).

Repeat the above Substitute lines of dialogue using (1) lunch (2) at a restaurant.

Repeat the above Substitute lines of dialogue using (1) dinner (2) downtown.

Repeat the above Substitute lines of dialogue using (1) dinner (2) at seven o'clock.

Show 1A-27 and I-16.

Repeat the above Substitute lines of dialogue using (1) fish and rice (2) for dinner.

Show PF-30.

Repeat the above Substitute lines of dialogue using (1) roast chicken (2) for dinner.

Repeat the above Substitute lines of dialogue using (1) dinner early.

Show PF-4.

Repeat the above Substitute lines of dialogue inserting cereal for before (1).

Show PF-20.

Repeat the above Substitute lines of dialogue inserting pancakes for before (1).

Show 1F-6.

Repeat the above Substitute lines of dialogue inserting toast for before (1).

Show 1F-9.

Repeat the above Substitute lines of dialogue inserting biscuits for before (1).

Show I-4 with PF-10. Point to PF-10 as,

(Substitute) Instructor Says: Mother is making some doughnuts.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: doughnuts.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue.

Show PF-6.

Repeat the above Substitute lines of dialogue using cookies.

Show PF-9.

Repeat the above Substitute lines of dialogue using cupcakes.

LESSON 21

Materials: Peabody: PH-22, PH-14, PF-10, PF-6, PF-9, 3A-17, 3A-19, 3A-6, AC-107, 3U-10, 20-47.

Illustration Packet Kit #1: I-4, I-13, I-18B.

Objective: Reinforce to see and family relationships. Introduce to paint. Use is running, is swimming, ocean, is painting, painted, and painter.

Method: Review of Lesson 20. The drills will reinforce familiar sentence structure while developing new verbs and nouns from the lesson Objective.

Drill A. (Review)

Instructor Says: Good morning.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

Show PH-22.

(Substitute)

Instructor Says: She often cleans the floor with a vacuum cleaner.

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using house.

Repeat the above Substitute lines of dialogue using room.

Flash PH-14.

Repeat the above Substitute lines of dialogue using sofa.

Show I-4.

Flash PF-10.

(Substitute)

Instructor Says: Mother is making some doughnuts for us.

Pause for Response:

Repeat the above two lines of dialogue.

Flash PF-6.

Repeat the above Substitute lines of dialogue using cookies.

Flash PF-9.

Repeat the above Substitute lines of dialogue using cupcakes.

Flash I-13.

Repeat the above Substitute lines of dialogue using bread.

Instructor Says: I'm hungry.

Pause for Response:

Instructor Says: Let's eat.

Drill B. (Reinforce to see and family relationships. Use is running, is swimming, and ocean.)

Show 3A-17.

Instructor Says: What do you see?

Pause for Response:

Instructor Says: I see my two brothers running.

Pause for Response:

Instructor Says: running

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I see my two brothers running.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-19.

Instructor Says: What do you see?

Pause for Response:

Instructor Says: I see my sister swimming.

Pause for Response:

Instructor Says: swimming

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I see my sister swimming.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-17 again.

Instructor Says: My brothers are running together.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-19 besides I-18B. Point to the ocean as,

Instructor Says: My sister is swimming in the ocean.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: ocean
Pause for Response:

Close-up of Instructor's mouth and repeat the above two lines of dialogue.

Instructor Reinforcement: My sister is swimming in the ocean.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-17.

(Substitute)

Instructor Says: What do you see?

Pause for Response:

Instructor Says: I see my brothers running together.

Pause for Response:

Repeat the above four lines of dialogue.

Show 3A-19.

Repeat the above Substitute lines of dialogue using sister swimming in the ocean.

Drill C. (Introduce to paint. Use is painting, painted, and painter.)

Show 3A-6.

(Substitute)

Instructor Says: My brother is painting a picture.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: painting

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: My brother is painting a picture.

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue inserting big after a.

Show AC-107.

Instructor Says: Somebody painted these beautiful flowers.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: painted

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Somebody painted these beautiful flowers.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3U-10. Point to the blue room.

(Substitute) Instructor Says: Somebody painted this (1) room (2) blue.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the orange room and repeat the above Substitute lines of dialogue using (2) orange.

Point to the green room and repeat the above substitute lines of dialogue using (2) green.

Point to the side of the house and repeat the above Substitute lines of dialogue using (1) house (2) blue.

Point to the brown floor and repeat the above Substitute lines of dialogue using (1) floor (2) brown.

Point to the white floor and repeat the above Substitute lines of dialogue using (1) floor (2) white.

Show 20-47.

Instructor Says: My uncle is a painter.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: painter
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: My uncle is a painter.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: My uncle is painting the window white.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 22

Materials: Peabody: 3A-19, 3A-17, 3A-6, 20-47, AC-107, 3U-10, 20-44, PH-15, 3F-5, 1A-20, 3A-15, 20-11, PC-22, PC-18, PC-15

Money Card Packet Kit #2: MC-10

Objective: Reinforce to understand and to buy. Use fix, electric, is planting, help, size, small, medium, large, and or.)

Method: Review of Lesson 21. The drills will utilize familiar sentence patterns to help expand the new vocabulary from the lesson Objective as used in daily conversation.

Drill A. (Review)

Instructor Says: Good afternoon.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Pause for Response: Now, let's begin our review.

Show 3A-19.

Instructor Says: My sister is swimming in the ocean.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-17.

Instructor Says: My brothers are running together.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-6.

Instructor Says: My brother is painting a picture.

Pause for Response:

Repeat the above two lines of dialogue.

Show 20-47.

Instructor Says: My uncle is painting the window white.

Pause for Response:

Repeat the above two lines of dialogue.

Show AC-107.

Instructor Says: Somebody painted these beautiful flowers.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3U-10. Point to the side of the house as,

(Substitute) Instructor Says: Somebody painted this house blue.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the blue room and repeat the above Substitute lines of dialogue using room.

Instructor Says: That was very good. You are speaking English very well.

Drill B. (Reinforce to understand. Use fix, electric, and is planting.)

Show 20-44.

Instructor Says: Juan is a good electrician.
Pause for Response:
Instructor Says: He understands electricity.
Pause for Response:

(Substitute) Instructor Says: He can fix the ceiling light.
Pause for Response:

Repeat only the last two lines of dialogue.

Instructor Says: fix
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He can fix the ceiling light.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-15.

Repeat the above Substitute lines of dialogue using electric stove.

Instructor Says: electric
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue for reinforcement using electric stove.

Show 3F-5.

Repeat the above Substitute lines of dialogue using electric dryer.

Show 1A-20.

Instructor Says: Tom is a good gardener.
Pause for Response:
Instructor Says: He understands gardening.
Pause for Response:

Instructor Says: He understands plants and flowers.
Pause for Response:

Repeat only the last two lines of dialogue.

Show 3A-15.

Instructor Says: He is planting a tree.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: is planting
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He is planting a tree.
Pause for Response:

Repeat the above two lines of dialogue.

(Repeat) Instructor Says: He is planting a little tree.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Repeat lines of dialogue adding in the yard.

Instructor Says: What is he planting?
Pause for Response:
Instructor Says: He is planting a little tree.
Pause for Response:
Instructor Says: Where is he planting the little tree?
Pause for Response:
Instructor Says: He is planting the little tree in the yard.
Pause for Response:

Repeat the above eight lines of dialogue.

Drill C. (Reinforce to buy. Use help, size, small, medium, large, and or.)

Show 20-11.

- (1) Instructor Says: My name is Julie.
Pause for Response:
- (2) Instructor Says: I'm a clerk.
Pause for Response:
- (3) Instructor Says: May I help you?
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: help
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: May I help you?
Pause for Response:

- (4) Instructor Says: Yes, Please.
Pause for Response:
- (5) Instructor Says: I want to buy a shirt.
Pause for Response:

Instructor Says: What size?
Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: size
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: What size?
Pause for Response:

Cover the bottom half of PC-18 then show the card as,

Instructor Says: small
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Show PC-22 to the right of PC-18 as,

Instructor Says: medium
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Show PC-15 to the right of PC-22 as,

Instructor Says: Large
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Point to each card during the,

(6) Instructor Reinforcement: What size? Small, medium, or large.

Pause for Response:

(7) Instructor Says: I need the medium size.
Pause for Response:

(8) Instructor Says: Will that be all?
Pause for Response:

(9) Instructor Says: Yes, thank you.
Pause for Response:

Put Money Card MC-10 below PC-22.

(10) Instructor Says: That will be \$7.50 please.
Pause for Response:

(11) Instructor Says: Here is ten dollars.
Pause for Response:

(12) Instructor Says: Your change is \$2.50. Thank you.
Pause for Response:

(13) Instructor Says: Thank you.

Repeat the above Thirteen lines of dialogue which are marked by numbers.

LESSON 23

Materials: Peabody: 3A-15, 20-11, 3A-5, 20-2, 20-29, 20-43, 20-44, 20-46, 20-48, 3A-9, 3A-4, 3A-2.

Objective: Reinforce to know and to take care. Use forget, forgot, oh, remember, easy, hard (difficult), something, and drawer.

Method: Review of Lesson 22. The drills will utilize familiar sentence patterns to introduce the vocabulary as stated in the lesson Objective.

Drill A. (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's begin our review.

Show 3A-15 Instructor Says: The gardener is planting a little tree in the yard.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Who is planting the little tree?
Pause for Response:
Instructor Says: The gardener is planting the little tree.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Is it a big tree?
Pause for Response:
Instructor Says: No, it's a little tree.
Pause for Response:

Repeat the above four lines of dialogue.

Show 20-11.

Instructor Says: I'm a clerk. May I help you?
Pause for Response:
Instructor Says: Yes, please. I want to buy a shirt.
Pause for Response:
Instructor Says: What size? Small, medium, or large.
Pause for Response:
Instructor Says: I need the small size.
Pause for Response:
Instructor Says: That will be \$5.25.
Pause for Response:
Instructor Says: Here is five dollars.
Pause for Response:
Instructor Says: Your change is seventy-five cents. Thank you.
Pause for Response:
Instructor Says: Thank you.
Pause for Response:

Repeat all the above lines of dialogue beginning with 20-11 for reinforcement.

Instructor Says: Now, you can go shopping, too.

Drill B. (Reinforce to know. Use forget, Oh, remember, forgot, easy, and hard (difficult.)

Instructor Says: I know the days of the week.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I knew them the last time.
Pause for Response:

Look puzzled as,

Instructor Says: But sometimes I forget.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: forget
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: But sometimes I forget.
Pause for Response:

Repeat the above two lines of dialogue.

Look puzzled as,

Instructor Says: I forgot the day after Monday.
Pause for Response:

Look pleased.

Instructor Says: Oh, yes, now I remember. Tuesday!
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: remember
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Oh, yes, now I remember. Tuesday!
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I know the months of the year.
Pause for Response:

Look puzzled.

Instructor Says: I forgot the month after September.
Pause for Response:

Instructor Says: forgot
Pause for Response:

Repeat the above two lines of dialogue.

Look puzzled.

Instructor Reinforcement: I forgot the month after
September.

Pause for Response:

Look pleased as,

Instructor Says: Oh, yes, now I remember. October!
Pause for Response:

Repeat the above two lines of dialogue.

(Repeat)

Instructor Says: It is easy to forget.
Pause for Response:
Instructor Says: It is hard to remember.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: easy
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: hard
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above two lines of dialogue.

Repeat the above (Repeat) lines of dialogue for reinforcement.

Drill C. (Reinforce to take care. Use something and drawer.)

Show 3A-5.
(Substitute)

Instructor Says: The (1) teacher takes care (2) of the student.
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-2.

Repeat the above Substitute lines of dialogue using (1) doctor (2) of the little girl.

Show 20-29.

Repeat the above Substitute lines of dialogue using (1) woman (2) of the little children.

Show 20-43.

Repeat the above Substitute lines of dialogue using (1) baker (2) in baking a cake.

Show 20-44.

Repeat the above Substitute lines of dialogue using (1) electrician (2) in fixing the light.

Show 20-46.

Repeat the above Substitute lines of dialogue using (1) mechanic (2) in fixing the car.

Still showing 20-46.

(Substitute) Instructor Says: He is fixing something in the car.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: something
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He is fixing something in the car.
Pause for Response:

Show 20-48.

Repeat the above Substitute lines of dialogue using a bathroom.

Show 20-46.

(Substitute) Instructor Says: He is (1) looking at something (2) in the car.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-9.

Repeat the above Substitute lines of dialogue using (1) writing (2) on some paper.

Show 3A-1 and point to the girl as,

(Substitute) Instructor Says: She is (1) writing (2) in her book.
Pause for Response:

Show 3A-4.

Repeat the above Substitute lines of dialogue using (1) holding (2) in her hands.

Point to the drawer

Repeat the above Substitute lines of dialogue using (1) putting (2) in the drawer.

Close-up of instructor's mouth as,

Instructor Says: drawer

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue again for reinforcement.

Show 3A-2.

Repeat the above Substitute lines of dialogue using (2) putting (3) in her desk drawer.

Repeat the above two lines of dialogue for reinforcement.

LESSON 24

Materials: Peabody: 20-29, 20-2, 2A-1, 3A-4, 1A-16, 3U-29, 1H-40, 20-21, PC-3, 3A-1, 3A-16, 20-29, 20-36.

Objective: Reinforce yes and no. Location of food items in a store. Use is playing, shelf, shelves, tea, and coffee.

Method: Review of Lesson 23. The drills will use familiar sentence patterns, expand the yes-no technique for question-answer method, and develop the Objective vocabulary.

Drill A. (Review)

Instructor Says: Hello, How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

With a puzzled look,

Instructor Says: I forgot the day after Wednesday.

Pause for Response:

With a pleased look,

Instructor Says: Oh, yes, now I remember. Thursday!

Pause for Response:

With a puzzled look,

Instructor Says: I forgot the month after November.

Pause for Response:

Instructor Says: Oh, yes, now I remember. December!

Pause for Response:

Instructor Says: It is easy to forget.

Pause for Response:

Instructor Says: It is hard to remember.

Show 20-29.

(Substitute)

Instructor Says: The (1) woman takes care of the little
(2) children.

Pause for Response:

Show 20-2.

Repeat the above two lines of dialogue using (1) doctor (2) girl.

Show 2A-1 and point to the girl as,

(Substitute)

Instructor Says: She is (1) writing something in her (2) book.

Pause for Response:

Show 2A-4.

Repeat the above Substitute lines of dialogue using (1) holding (2) hands.

Repeat the above Substitute lines of dialogue using (1) putting (2) drawer.

Instructor Says: Do you remember your birthday?

Pause for Response:

Instructor Says: Good. When is your birthday?

Pause for Response:

(Could be left
out)

Instructor Says: My birthday is April sixth.

Pause for Response:

Drill B. (Reinforce yes and no. Use is playing.)

Show 1A-16 with 3U-29.

Instructor Says: Did she wash all the dishes in the sink?

Pause for Response:

Shrug shoulders and hold out hands as,

Instructor Says: I don't know.

Pause for Response:

Show 3U-29.

(Substitute)

Instructor Says: Did she wash all the dishes in the sink?

Pause for Response:

Instructor Says: Yes, she did.

Pause for Response:

Repeat the above four lines of dialogue.

Show 1H-40.

Repeat the above Substitute lines of dialogue using no, she didn't.

Repeat the above four lines of dialogue.

Show 20-21 as,

(Substitute)

Instructor Says: Did she wash all the clothes in the machine?

Pause for Response:

Show PC-3 as -

Instructor Says: No, she didn't.

Pause for Response:

Repeat the above four lines of dialogue for reinforcement.

Remove PC-3.

Repeat the above Substitute lines of dialogue using yes, she did.

Repeat the above four lines of dialogue for reinforcement.

Show 3A-1. Point to the two boys.

Instructor Says: Are these two boys listening?

Pause for Response:

Instructor Says: No, they aren't.

Pause for Response:

Point to the girl.

Instructor Says: Is this girl listening?

Pause for Response:

Instructor Says: Yes, she is.

Pause for Response:

Show 3A-16. Point to the two children.

Instructor Says: Are these two children walking to school?

Pause for Response:

Instructor Says: Yes, they are.

Pause for Response:

Point to the guard.

Instructor Says: Is this boy walking to school?

Pause for Response:

Instructor Says: No, he isn't.

Pause for Response:

Show 20-29. Point to the children as,

Instructor Says: Are these children playing in the yard?

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of Instructor's mouth as,

Instructor Says: playing

Pause for Response:

Repeat the above two lines of dialogue two more times for reinforcement.

Instructor Reinforcement: Are these children playing in the yard?

Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Instructor Says: Yes, they are.

Pause for Response:

Point to the woman.

Instructor Says: Is this woman playing in the yard?

Pause for Response:

Instructor Says: No, she isn't.

Pause for Response:

Repeat the above four lines of dialogue.

Drill C. (Location of food items in a store. Use shelf, shelves, tea, and coffee.)

Show 20-36.

Instructor Says: John works in a grocery store.

Pause for Response:

Point to the shelves as,

Instructor Says: He is putting food on the shelf.

Pause for Response:

Repeat the above two lines dialogue.

Close-up of instructor's mouth as,

Instructor Says: shelf

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He is putting food on the shelf.

Pause for Response:

Repeat the above two lines of dialogue.

Point to the can in the right hand as,

Instructor Says: This is a can of food.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: He is putting a can of food on the shelf.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Where are the cans of soup?

Pause for Response:

Point to the top shelf as,

Instructor Says: They are on the top shelf.

Pause for Response:

Instructor Says: Where is the rice?

Pause for Response:

Point to the bottom shelf as,

Instructor Says: It is on the bottom shelf.

Pause for Response:

Instructor Says: Where are the cans of spaghetti?

Pause for Response:

Point one and two shelves from the top down.

Instructor Says: They are on the second shelf from the top.

Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Instructor Says: Where are the cans of corn?

Pause for Response:

Instructor Says: They are on the second shelf, too.

Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: tea and coffee

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Where is the tea and coffee?

Pause for Response:

Point out the third shelf as,

Instructor Says: They are both on the third shelf.

Pause for Response:

Repeat the above two lines of dialogue.

(Repeat)

Instructor Says: How many shelves are there?

Pause for Response:

Point out the five shelves then,

Instructor Says: There are five shelves.

Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: shelves

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (Repeat) lines of dialogue for reinforcement.

LESSON 25

Materials: Peabody: 20-29, 20-36, 1M-4, 20-53, PH-4, PC-29, PC-4, 3A-1, 3A-5, 3A-10, 1M-6, 20-44, 20-47, 20-50.

Two pencils.

Objective: Reinforce broken with yes and no. Use find, found, will find, is climbing, climb, and climbed.

Method: Review of Lesson 24. The drills will use familiar sentence patterns and already established vocabulary to help introduce the new verb concept of the lesson Objective.

Drill A. (Review)

Instructor Says: Good morning.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

Show 20-29. Point to the children as,

Instructor Says: Are these children playing in the yard?

Pause for Response:

Instructor Says: Yes, they are.

Pause for Response:

Instructor Says: Are these children walking to school?

Pause for Response:

Instructor Says: No, they aren't.

Pause for Response:

Instructor Says: Are these children working?

Pause for Response:

Instructor Says: No, they aren't.

Pause for Response:

Instructor Says: What are these children doing?

Pause for Response:

Instructor Says: The children are playing.

Pause for Response:

Show 20-36.

Instructor Says: Where are the cans of soup?

Pause for Response:

Point to the top shelf as,

Instructor Says: They are on the top shelf.

Pause for Response:

Instructor Says: Where is the tea and coffee?

Pause for Response:

Point out the third shelf as,

Instructor Says: They are both on the third shelf.

Pause for Response:

Instructor Says: Thank you.

Repeat all the above lines of dialogue beginning with 20-36.

Drill B. (Reinforce broken with yes and no. Use find, found, will find, with directions.)

Hold a pencil lengthwise.

Instructor Says: This pencil is not broken.

Pause for Response:

Repeat the above two lines of dialogue.

Snap the end off the pointed end.

Instructor Says: I broke the pencil.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Is the pencil broken?

Pause for Response:

Instructor Says: Yes, it is.

Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: I can't write with a broken pencil.

Pause for Response:

Instructor Says: Can you write with a broken pencil?

Pause for Response:

Instructor Says: No, I can't.

Pause for Response:

Repeat only the last four lines of dialogue above.

Show 1M-4.

Instructor Says: Is this hammer handle broken?

Pause for Response:

Instructor Says: No, it isn't.

Pause for Response:

Repeat the above four lines of dialogue.

Show 20-53.

Instructor Says: Are these watches broken?

Pause for Response:

Instructor Says: Yes, they are.

Pause for Response:

Repeat the above four lines of dialogue.

Show PH-4. Show perplexed look on the face as,

Instructor Says: I can't find a pencil.

Pause for Response:

Instructor Says: find

Pause for Response:

Repeat the above two lines of dialogue.

(Substitute)

Instructor Reinforcement: I can't find (1) a pencil.

Pause for Response:

Instructor Says: You will find one in the (2) top left drawer.

Pause for Response:

Point to the top left drawer. Pretend to open the drawer. Show the pencil.

Instructor Says: I found it. Thank you.

Pause for Response:

Repeat the above Substitute lines of dialogue using (1) my watch (2) top right drawer and point to the top right drawer. Pretend to open it.

Show PC-29.

Repeat the above Substitute lines of dialogue using (1) my brother's cap (2) second left drawer from the bottom. Count up from the bottom left.

Pretend to open the drawer. Show PC-4.

Drill C. (Introduce is climbing, climb, climbed.)

Show 3A-1.

Instructor Says: She is sitting at her desk.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-5.

Instructor Says: They are standing by the door.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-10.

Instructor Says: He is climbing a big tree.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: climbing
Pause for Response:

Repeat the above two lines of dialogue two more times for reinforcement.

Instructor Reinforcement: He is climbing a big tree.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1M-6.

Instructor Says: This is a ladder.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: ladder
Pause for Response:

Repeat the above two lines of dialogue two more times for reinforcement.

Instructor Reinforcement: This is a ladder.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I can climb a ladder.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I climbed a ladder yesterday.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: climbed
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: I climbed a ladder yesterday.
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-44.
(Substitute)

Instructor Says: He climbed the ladder to fix the ceiling light.

Pause for Response:

Repeat the above two lines of dialogue.

Show 20-47.

Repeat the above Substitute lines of dialogue using to paint the window.

Repeat the above two lines of dialogue.

Show 20-50.

Repeat the above Substitute lines of dialogue using to fix the roof.

Repeat the above two lines of dialogue.

LESSON 26

Materials: Peabody: 3A-10, 1M-6, 20-47, 3U-6, 1A-28, 1A-18, 3V-4, 2C-8, 1A-13, 20-20, 20-35, 3A-3, 20-17.

Objective: Introduce is riding and reinforce to keep. Use bicycle, trash, people, young, and each.

Method: Review of Lesson 25. The drills will utilize familiar sentence patterns, introduce the new vocabulary items for the lesson Objective, and reinforce familiar concepts.

Drill A. (Review)

Instructor Says: Good afternoon.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

(Substitute)

Instructor Says: I can't find (1) a pencil.

Pause for Response:

Instructor Says: You will find one in the (2) top left drawer.

Pause for Response:

(Show the article as)

Instructor Says: I found it. Thank you.

Pause for Response:

Repeat the above Substitute lines of dialogue using (1) my watch (2) top right.
Show PC-29.

Repeat the above Substitute lines of dialogue using (1) my cap (2) second drawer from the bottom. Count up from the bottom left and show PC-4.

Show 3A-10.

Instructor Says: He is climbing a big tree.

Pause for Response:

Repeat the above two lines of dialogue.

Show 1M-6.

Instructor Says: I can climb this ladder to paint the house.

Pause for Response:

Repeat the above two lines of dialogue.

Show 20-47.

Instructor Says: He climbed the ladder to paint the window.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1M-6.

Instructor Says: Can you climb this ladder?
Pause for Response:
Instructor Says: Yes, I can.
Pause for Response:
Instructor Says: Then take care.
Pause for Response:

Drill B. (Introduce is riding. Use bicycle and boat.)

Show 3U-6.

Instructor Says: This is a bicycle.
Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: bicycle.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is a bicycle.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: This is a new bicycle.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-28.

Instructor Says: He is riding on a new bicycle.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: riding
Pause for Response:

Repeat the above two lines of dialogue two more times for reinforcement.

Instructor Reinforcement: He is riding on a new bicycle.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-18.

Instructor Says: He is riding in a new truck.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3V-4 as,

Instructor Says: This is a boat.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: boat

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He is riding in a new boat.

Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-28 again.

Instructor Says: He is riding on a bicycle.

Pause for Response:

Instructor Says: He is not riding in a truck.

Pause for Response:

Repeat the above four lines of dialogue.

Show 3V-4.

Instructor Says: He is riding in a boat.

Pause for Response:

Instructor Says: He is riding in a boat on the ocean.

Pause for Response:

Repeat the above four lines of dialogue.

Drill C. (Reinforce to keep. Use trash, people, young and each.)

Show 1A-13.

(Substitute)

Instructor Says: (1) She keeps the (2) floor clean.

Pause for Response:

Show 20-20.

Repeat the above Substitute lines of dialogue using (1) he.

Show 20-35.

Repeat the above Substitute lines of dialogue using (1) he (2) street.

Point to the trash.

Instructor Says: He is sweeping up the trash.
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-20 beside 20-35.

Instructor Says: He is sweeping up trash, too.
Pause for Response:

Show 3A-3.

Instructor Says: He is putting the trash into a bag.
Pause for Response:

Show 20-17.

Instructor Says: He is carrying the trash in a trash can.
Pause for Response:
Instructor Says: Those people help keep Guam clean.
Pause for Response:

Point to each person as,

Instructor Says: people
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: These people help keep Guam clean.
Pause for Response:

Repeat the above two lines of dialogue.

Show 20-20.

Instructor Says: This old man helps keep Guam clean.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-3.

Instructor Says: This young boy helps keep Guam clean.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: young
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This young boy helps keep Guam clean.
Pause for Response:

Repeat the above two lines of dialogue.

Point to all the cards.

Instructor Says: Everybody can help keep Guam clean.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Each of us can help keep Guam clean.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the separate cards as,

Instructor Says: each
Pause for Response:

Repeat the above two lines of dialogue two more times. (Once for each card.)

Instructor Reinforcement: Each of us can help keep Guam
clean.

Pause for Response:

Repeat the above two lines of dialogue.

LESSON 27

Materials: Peabody: 1A-28, 3V-4, 20-20, 20-35, 3A-3, 20-17, 3A-3, PH-16, PH-25, PH-23, AC-53, 3V-5, 3V-12, 3U-10, 1A-4, PH-11, 1A-6, 3V-4.

Illustration Packet Kit #1: I-18B, I-19.

Objective: Reinforce indefinite pronouns and daily activity. Introduce bring, brought, will bring, nothing, empty, and is waving.

Method: Review of Lesson 26. The drills will utilize familiar sentence patterns for daily living, develop the new concepts of the Objective, and reinforce pronouns usage.

Drill A. (Review)

Instructor Says: Good evening.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

Show 1A-28.

Instructor Says: He is riding on a bicycle.

Pause for Response:

Instructor Says: He is not riding in a truck.

Pause for Response:

Repeat the above four lines of dialogue.

Show 3V-4.

Instructor Says: He is riding in a boat.

Pause for Response:

Instructor Says: He is not riding in a boat on the ocean.

Pause for Response:

Repeat the above four lines of dialogue.

Show 20-20 beside 20-35.

Instructor Says: They are sweeping up trash.

Pause for Response:

Show 3A-3.

Instructor Says: He is putting trash into a bag.

Pause for Response:

Show 20-17.

Instructor Says: He is carrying the trash in a trash can.
Pause for Response:

Point to all the cards.

Instructor Says: These people help keep Guam clean.
Pause for Response:
Instructor Says: Everybody can help keep Guam clean.
Pause for Response:

Point to 3A-3.

Instructor Says: This young boy helps keep Guam clean.
Pause for Response:
Instructor Says: Each of us can help keep Guam clean.
Pause for Response:
Instructor Says: You can help, too.
Pause for Response:

Drill B. (Reinforce indefinite pronouns. Use nothing, empty, and is waving.)

Show PH-16.

Instructor Says: There is nothing on the table.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: nothing
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: There is nothing on the table.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: It is empty.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: empty
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: It is empty.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: There is (1) nothing (2) on the table.
Pause for Response:
Instructor Says: It is empty.
Pause for Response:

Show PH-25.

Repeat the above Substitute lines of dialogue using (2) in the glass.

Show PH-23.

Repeat the above Substitute lines of dialogue using (2) in the cup.

Show AC-53.

Repeat the above Substitute lines of dialogue using (2) in the box.

Show 3V-5.

Repeat the above Substitute lines of dialogue using (1) nobody (2) in the boat.

Show 3V-12

Repeat the above Substitute lines of dialogue using (1) nobody (2) in the car.

Show 3U-10.

Repeat the above Substitute lines of dialogue using (1) nobody (2) at home.

Show 1A-4.

(Substitute) Instructor Says: There is (1) something (2) on the table.
Pause for Response:
Instructor Says: It is not empty.
Pause for Response:

Show PH-11.

Repeat the above Substitute lines of dialogue using (2) in the refrigerator.

Show 1A-6.

Repeat the above Substitute lines of dialogue using (1) somebody (2) in the house.

Show 3V-4.

Repeat the above Substitute lines of dialogue using (1) somebody (2) in the boat.

Point to the man as,

Instructor Says: He is waving to us
Pause for Response:

Close-up of Instructor's mouth as,

Instructor Says: waving
Pause for Response:

Repeat the above two lines of dialogue two more times for reinforcement.

Give a moving sign as,

Instructor Says: He is waving to us.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Daily activity - going to the beach. Introduce bring, brought, and will bring.)

Show I-18B and I-19.

Instructor Says: Today is a beautiful day.
Pause for Response:
Instructor Says: Let's go on a picnic.
Pause for Response:
Instructor Says: Let's go to Tumon Beach.
Pause for Response:
Instructor Says: We can sit on the beach.
Pause for Response:
Instructor Says: We will have some food to eat.
Pause for Response:
Instructor Says: We can watch the children swimming.
Pause for Response:
Instructor Says: We can sit and talk to each other.
Pause for Response:
Instructor Says: It will be a good day.
Pause for Response:

Repeat all the above lines of dialogue for reinforcement.

Show I-19.

Instructor Says: We often go on a picnic.
Pause for Response:

Instructor Says: Everybody brings something.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: brings
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Everybody brings something.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Mary brought cake.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of Instructor's mouth as,

Instructor Says: brought
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Mary brought cake.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Grandmother brought chicken.
Pause for Response:
Instructor Says: Tom brought soft drinks.
Pause for Response:
Instructor Says: Next time, I will bring soft drinks.
Pause for Response:

Repeat the above two lines of dialogue for reinforcement.

Instructor Says: Do you like picnics?
Pause for Response:
Instructor Says: Yes, I do.
Pause for Response:

LESSON 28

Materials: Peabody: 3V-5, 3U-10, 3V-12, 3V-4, 1A-50, 1A-18, PF-18, PH-25, PF-17, PF-14, PF-3, 1F-17, 1F-13, 1F-12, 1F-18, 1F-14, 3S-15.

Illustration Packet Kit #1: I-17.

Objective: Reinforce to pour, eat, and choose with pronouns. Use chocolate, also, ice cream, baked (adj.), and jello.

Method: Review of Lesson 27. The drills will utilize familiar sentence patterns to introduce and develop the items from the lesson Objective.

Drill A. (Review)

Instructor Says: Hello, How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's begin our review.

Show 3V-5.
(Substitute)

Instructor Says: There is nobody in the boat.
Pause for Response:
Instructor Says: It is empty.

Show 3U-10.

Repeat the above Substitute lines of dialogue using at home.

Show 3V-12.

Repeat the above Substitute lines of dialogue using in the car.

Show 3V-4.

Instructor Says: There is somebody (1) in the boat.
Pause for Response:

Instructor Says: (2) He is waving to us.
Pause for Response:

Show 1A-50.

Repeat the above two lines of dialogue using (1) at home (2) She is.

Show 1A-18.

Repeat the above two lines of dialogue using (1) in the truck (2) He is not.

Instructor Says: We often go on a picnic.
Pause for Response:
Instructor Says: Everybody brings something.
Pause for Response:
Instructor Says: The last time Mary brought cake.
Pause for Response:

Instructor Says: Grandmother brought chicken.
Pause for Response:
Instructor Says: Next time, Tom will bring the soft drinks.
Pause for Response:
Instructor Says: We will go to Tumon Bay.
Pause for Response:
Instructor Says: Will you come, too?
Pause for Response:
Instructor Says: Yes, I will, thank you.
Pause for Response:

Drill B. (Reinforce to pour. Use chocolate, also, and ice cream.)

Show I-17.

Instructor Says: She is pouring some milk into the glass.
Pause for Response:

Flash PF-18.

Instructor Says: She poured a glass full of milk.
Pause for Response:

Flash PH-25.

Instructor Says: She didn't pour any milk into this glass.
Pause for Response:

Repeat the above six lines of dialogue.

Show PF-17.

Instructor Says: She poured a glass full of chocolate milk.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: chocolate
Pause for Response:

Repeat the above two lines of dialogue two more times.

Instructor Reinforcement: She poured a glass full of chocolate
milk.
Pause for Response:

Repeat the above two lines of dialogue.

(Repeat)

Instructor Says: I like chocolate milk.
Pause for Response:
Instructor Says: I also like chocolate cake.
Pause for Response:

Repeat the above four lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: also
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (Repeat) lines of dialogue for reinforcement.

Show PF-14.

(Repeat)

Instructor Says: I also like chocolate ice cream.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: ice cream
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (Repeat) lines of dialogue two more times for reinforcement.

Show PF-17, PF-3, and PF-14 in a row.

(looking questioningly)

Instructor Says: Which one will I choose?
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: choose
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Which one will I choose?
Pause for Response:

Instructor Says: I like chocolate ice cream best.

Pause for Response:

Instructor Says: I will choose the chocolate ice cream.

Pause for Response:

Repeat the above six lines of dialogue.

Drill C. (Reinforce pronouns with eat and choose. Use baked (adj.) and jello.)

Show 1F-17.

Instructor Says: They ate pork chops for dinner.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: What did (1) they eat for dinner?

Pause for Response:

Instructor Says: (1) They ate (2) pork chops for dinner.

Pause for Response:

Repeat the above four lines of dialogue.

Flash 1F-13.

Repeat the above Substitute lines of dialogue using (2) ham.

Flash 1F-12.

Repeat the above Substitute lines of dialogue using (2) corn.

Show 1F-18.

Instructor Says: baked potatoes.
Pause for Response:

Repeat the above two lines of dialogue two more times.

Repeat the above Substitute lines of dialogue using (2) baked potatoes.

Repeat the above Substitute lines of dialogue using (1) everybody.

Flash 1F-13.

Repeat the above Substitute lines of dialogue using (1) everybody, (2) ham.

Flash 1F-12.

Repeat the above Substitute lines of dialogue using (1) everybody (2) corn.

Flash 1F-18.

Repeat the above Substitute lines of dialogue using (1) everybody (3) baked potatoes.

Show 1F-14.

Instructor Says: jello
Pause for Response:

Close-up of instructor's mouth and repeat the above two lines of dialogue.

Put 3S-15 over 1F-14.

Repeat the above Substitute lines of dialogue using (1) nobody (2) jello.

Repeat the above Substitute lines of dialogue again.

(Substitute) Instructor Says: Which food would you choose?
 Pause for Response:
 Instructor Says: I like jello best.
 Pause for Response:

Repeat the above Substitute lines of dialogue using baked potatoes.

Repeat the above Substitute lines of dialogue using ham.

LESSON 29

Materials: Peabody: PU-9, 3A-21, 3V-4, PU-6, 3V-32, 1A-24, PH-11, 1A-19, 20-42, 1A-29, 3V-4, 1U-6, 1M-34, 3A-15.

Illustration Packet Kit #1: I-20, I-3, I-1.

Objective: Reinforce area concepts and relative size. Use same, different, tall, wide, and narrow.

Method: Review of Lesson 28. The drills will utilize familiar sentence patterns to reinforce those concepts previously taught and to develop those concepts of the lesson Objective.

Drill A. (Review)

Instructor Says: Good morning.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's begin our review.

Instructor Says: I like chocolate milk.
Pause for Response:
Instructor Says: I also like chocolate cake.
Pause for Response:
Instructor Says: I like chocolate ice cream, too.
Pause for Response:
Instructor Says: Which one will I choose?
Pause for Response:
Instructor Says: I like chocolate ice cream best.
Pause for Response:
Instructor Says: I will choose chocolate ice cream.
Pause for Response:

Repeat the above twelve lines of dialogue.

Instructor Says: Everybody ate ham for dinner.
Pause for Response:
Instructor Says: Somebody ate a little jello.
Pause for Response:
Instructor Says: I like jello very much.
Pause for Response:
Instructor Says: I will choose jello.
Pause for Response:

Repeat the above eight lines of dialogue.

Instructor Says: Let's go for some chocolate ice cream.
Pause for Response:
Instructor Says: Yes, let's go. I'm hungry.
Pause for Response:

Repeat the above four lines of dialogue.

Drill B. (Reinforce area concept. Use same and difficult.)

Show PU-9.

Instructor Says: He is riding inside the truck.
Pause for Response:

Repeat the above two lines of dialogue:

Show 3A- 21.

Instructor Says: He is standing outside the car.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3V-4.

Instructor Says: He is riding inside the boat.
Pause for Response:

Repeat the above two lines of dialogue.

Show PU-6.

Instructor Says: He is riding inside the jet plane.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3V-32.

Instructor Says: She is riding on a horse.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-24.

Instructor Says: He is painting outside the window.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-11.

Instructor Says: The food is inside the refrigerator.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-19 and 20-42 beside each other.

Instructor Says: These two men do the same work.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: the same

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: These two men do the same work.

Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-29 beside the other two cards. Point to 1A-29 as,

Instructor Says: This man does different work.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: different

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This man does different work.

Pause for Response:

Repeat the above two lines of dialogue.

Show 20-42 and 1A-19 as,

Instructor Says: These two are the same.

Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-29.

Instructor Says: This one is different.

Pause for Response:

Repeat the above two lines of dialogue.

Show 3V-4 beside 1A-29.

Instructor Says: These two pictures are not the same.

Pause for Response:

Instructor Says: They are different.

Pause for Response:

Repeat the above four lines of dialogue.

Drill C. (Reinforce relative size. Use tall, palm, wide, and narrow.)

Show 3V-4.

(Substitute) Instructor Says: This is a little boat.
Pause for Response:

Show 1U-6.

Repeat the above Substitute lines of dialogue using big boat.

Show 1M-34.

Repeat the above Substitute lines of dialogue using big tree.

Show 3A-15.

Repeat the above Substitute lines of dialogue using little tree.

Show I-20. Point to the palm and repeat the above Substitute lines of dialogue using palm tree.

Close-up of instructor's mouth as,

Instructor Says: palm tree
Pause for Response:

Repeat the above Substitute lines of dialogue using palm tree.

Point to a short tree in the back and repeat the above Substitute lines of dialogue using short palm tree with the motion.

Point to the tall tree and repeat the above Substitute lines of dialogue using tall palm tree.

Close-up of instructor's mouth as,

Instructor Says: tall palm tree
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using tall palm tree with the motion.

Instructor Says: There are many tall palm trees at the beach.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I can see many tall palm trees at the beach.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: What can you see at the beach?
Pause for Response:
Instructor Says: I can see many tall palm trees at the beach.
Pause for Response:

Repeat the above two lines of dialogue.

Show I-3. Point to the street area and repeat the above Substitute lines of dialogue using wide street.

Close-up of instructor's mouth as,

Instructor Says: wide street

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using wide street with the motion two more times.

Show I-1. Point to the street area and repeat the above Substitute lines of dialogue using narrow street.

Close-up of instructor's mouth as,

Instructor Says: narrow street

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using narrow street with the motion two more times.

LESSON 30

Materials: Peabody: PU-6, 3V-32, 20-42, 1A-19, 1A-29, 3V-4, 1A-3, 1A-2, 3A-5.

Illustration Packet Kit #1: I-3, I-1.

Objective: Reinforce to dress, to comb, and to wear. Use ready, almost, must, hurry, finishes, is finished, push, and pull.

Method: Review of Lesson 29. The drills will emphasize familiar sentence patterns to help introduce new Objective concepts and reinforce more familiar ones.

Drill A. (Review)

Instructor Says: Good afternoon.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

Show PU-6.

Instructor Says: She is riding inside the jet plane.

Pause for Response:

Show 3V-32.

Instructor Says: She is riding on a horse.

Pause for Response:

Show 20-42 and 1A-19.

Instructor Says: These two are the same.

Pause for Response:

Show 1A-29.

Instructor Says: This one is different.

Pause for Response:

Show 3V-4 and 1A-29.

Instructor Says: These two pictures are not the same.

Pause for Response:

Instructor Says: They are different.

Pause for Response:

Repeat the above four lines of dialogue.

Show 3V-4 and point to the tall tree as,

(Substitute) Instructor Says: This is a tall palm tree.
Pause for Response:

Point to the short palm tree.

Repeat the above Substitute lines of dialogue using short palm tree.

Show I-3 and point to the street area and repeat the above Substitute lines of dialogue using wide street.

Repeat the above two lines of dialogue.

Show I-1 and point to the street area and repeat the above Substitute lines of dialogue using narrow street.

Repeat the above two lines of dialogue.

Drill B. (Reinforce to dress and to comb. Use ready, almost, must and hurry.)

Show 1A-3.

Instructor Says: He is dressing for school.
Pause for Response:
Instructor Says: He will comb his hair after dressing.
Pause for Response:

Show 1A-2.

Instructor Says: She is combing her long hair.
Pause for Response:
Instructor Says: She combs her long hair every morning.
Pause for Response:

Show 3A-5. Point to the girl.

Instructor Says: She is ready for school.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: is ready
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She is ready for school.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-2 again.

Instructor Says: She is almost ready for school.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: almost ready
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She is almost ready for school.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-3.

Instructor Says: He is not ready for school.
Pause for Response:
Instructor Says: He must hurry.
Pause for Response:

Close-up of instructor's mouth as,

Instructor Says: must hurry
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He must hurry.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: He must dress quickly.
Pause for Response:
Instructor Says: He must not be late for school.
Pause for Response:
Instructor Says: But first he must comb his hair.
Pause for Response:
Instructor Says: Has he combed his hair?
Pause for Response:
Instructor Says: No, he hasn't.
Pause for Response:
Instructor Says: Will he comb his hair?
Pause for Response:
Instructor Says: Yes, he will.
Pause for Response:

Drill C. (Reinforce to wear (with apparel). Use finishes, is finished, push, and pull.)

Show 3A-5. Point to the little girl's blouse as,

(Substitute) Instructor Says: She is wearing a blouse.
Pause for Response:

Point to the skirt and repeat the above Substitute lines of dialogue using skirt.

Point to the anklets and repeat the above Substitute lines of dialogue using a pair of anklets.

Repeat the above Substitute lines of dialogue using a pair of hose.

Instructor Says: They are both ready for school.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: The teacher finishes work at three o'clock.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: finishes
Pause for Response:

Repeat the above two lines of dialogue two more times.

Instructor Reinforcement: The teacher finishes work at three o'clock.
Pause for response:

Repeat the above two lines of dialogue.

Instructor Says: School is finished at three o'clock.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as:

Instructor Says: is finished
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: School is finished at three o'clock.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Push the door open.
Pause for Response:

With palm up, give a pushing motion to the door in 3A-5 and repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: push
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Push the door open.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Pull the door open.
Pause for Response:

With rounded hand or if on the doorknob, give a pulling motion to 3A-5 and repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: pull
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Pull the door open.
Pause for Response:

Instructor Says: Push or pull the door open.

Pause for Response:

Instructor Says: Let's go home.

Pause for Response:

Repeat only the last four lines of dialogue.

LESSON 31

Materials: Peabody: 1A-2, 1A-3, 3A-5, 3A-21, 3T-8, PC-29, 3T-3, AC-12, AC-249, 1M-31, 3S-20.

Illustration Packet Kit #1: I-3

Objective: Reinforce to keep, left-right, and prepositions in a safety feature. Use right, wrong, bridge, careful, stop, and stopped.

Method: Review of Lesson 30. The drills will reinforce familiar sentence patterns while introducing the new concepts and vocabulary from the lesson Objective. Safety will be included.

Drill A. (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now let's begin our review.

Show 1A-2.

Instructor Says: She is almost ready for school.
Pause for Response:

Show 1A-3.

Instructor Says: He is not ready for school.
Pause for Response:
Instructor Says: He must not hurry.
Pause for Response:
Instructor Says: He must dress quickly.
Pause for Response:
Instructor Says: He must not be late for school.
Pause for Response:
Instructor Says: But first he must comb his hair.
Pause for Response:

Repeat the above ten lines of dialogue.

Show 3A-5.

Instructor Says: The teacher finishes work at three o'clock.
Pause for Response:
Instructor Says: School is finished at three o'clock.
Pause for Response:
Instructor Says: Push the door open.
Pause for Response:
Instructor Says: Pull the door open.
Pause for Response:
Instructor Says: Push or pull the door open.
Pause for Response:
Instructor Says: Let's go home.

Repeat the above twelve lines of dialogue.

Instructor Says: What time is your work finished?
Pause for Response:
Instructor Says: My work is finished at five o'clock.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: After work, what do you do?
Pause for Response:
Instructor Says: I always go home for dinner.
Pause for Response:

Repeat the above four lines of dialogue.

Drill B. (Reinforce to keep and left-right. Use right and wrong.)

Show 3A-21.

Instructor Says: He is keeping the car clean.
Pause for Response:
Instructor Says: He always keeps the car clean.
Pause for Response:

Repeat the above four lines of dialogue.

Show 3A-5. Point to the teachers as,

Instructor Says: The teacher is on the left side.
Pause for Response:

Point to the student as,

Instructor Says: The student is on the right side.
Pause for Response:

Point to the teacher's right hand as,

Instructor Says: She is carrying books in her right hand.
Pause for Response:

Point to the student's left hand.

Instructor Says: She is carrying a book in her left hand.
Pause for Response:

Repeat the above eight lines of dialogue with the proper motions.

Instructor Says: What time is it?
Pause for Response:
Instructor Says: It's three o'clock.
Pause for Response:

Show 3T-8.

Instructor Says: This is the wrong time.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: wrong
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This is the wrong time.
Pause for Response:

Repeat the above two lines of dialogue.

Show PC-29.

Instructor Says: This is also the wrong time.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3T-3.

Instructor Says: This is the right time.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: I sleep in a bedroom.
Pause for Response:

Show AC-12.

Instructor Says: This is the wrong room.
Pause for Response:

Show AC-249.

Instructor Says: This is the right room.
Pause for Response:

Repeat the above six lines of dialogue.

Drill C. (Reinforce preposition in safety feature. Use bridge, careful, stop, and stopped.)

Show 1M-31. Use a motion toward your person as,

Instructor Says: The car is coming up the road.
Pause for Response:

Use a motion away from your person as,

Instructor Says: Another car is going down the road.
Pause for Response:

Point to the car going over the bridge as,

Instructor Says: This car is going over the bridge.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: over the bridge.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: This car is going over the bridge.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the bottom car as,

Instructor Says: This car went under the bridge.
Pause for Response:

Repeat the above two lines. of dialogue.

Point to the same car.

Instructor Says: Now, this car is coming toward us.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: toward us
Pause for Response:

Repeat the above two lines of dialogue.

- (1) Instructor Reinforcement: Now, this car is coming toward us.
Pause for Response:

Repeat the above two lines of dialogue.

- (2) Instructor Says: Be careful. Watch for the car.
Pause for Response:

Repeat the above two lines of dialogue.

- (3) Instructor Says: Be careful going across the road.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3S-20. Point to the red as,

- (4) Instructor Says: Stop with the red light.
Pause for Response:

Repeat the above two lines of dialogue.

Show I-3 beside 3S-20.

- (5) Instructor Says: All the cars stopped for the red light.
Pause for Response:

Repeat the above two lines of dialogue.

- (6) Instructor Says: Look both left and right.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the green as,

- (7) Instructor Says: Go with the green light.
Pause for Response:

Repeat the above two lines of dialogue.

- (8) Instructor Says: Be careful going across the road.
Pause for Response:

Repeat the above numbered (8) lines of dialogue with the pauses. DO NOT
REPEAT any lines.

LESSON 32

Materials: Peabody: 3T-3, PC-29, 3T-8, 3V-4, 1A-29, PH-4, 3U-10, PH-6.

Illustration Packet Kit #1: I-3, I-18A, I-18C.

Objective: Reinforce weather with lifestyles and to catch. Introduce build, built, will build, anything, and maybe.

Method: Review of Lesson 31. The drills will utilize familiar sentence patterns for daily conversation situations. The new vocabulary will be introduced in substitution patterns.

Drill A. (Review)

Instructor Says: Hello, How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

Instructor Says: It's eight o'clock now.

Pause for Response:

Show 3T-3.

Instructor Says: This is the wrong time.

Pause for Response:

Show PC-29.

Instructor Says: This is also the wrong time.

Pause for Response:

Show 3T-8.

Instructor Says: This is the right time.

Pause for Response:

Repeat the above eight lines of dialogue with the cards for reinforcement.

I-3. Point to the green car.

Instructor Says: This car is coming toward us.

Pause for Response:

Instructor Says: Be careful. Watch for the cars.

Pause for Response:

Instructor Says: Be careful going across the street.

Pause for Response:

Point to the red.

Instructor Says: Stop with the red light.

Pause for Response:

Instructor Says: All cars stop for the red light.
Pause for Response:
Instructor Says: Look both left and right.
Pause for Response:

Point to the green.

Instructor Says: Go with the green light.
Pause for Response:
Instructor Says: Be careful going across the street.
Pause for Response:

Repeat the above eight lines of dialogue with the motion.

(could be left out) Instructor Says: Be careful when shopping downtown.
Pause for Response:

Drill B. (Reinforce weather with lifestyle. Use maybe.)

Instructor Says: How is the weather today?
Pause for Response:

Show I-18A.

Instructor Says: It is beautiful today.
Pause for Response:
Instructor Says: The sun is shining.
Pause for Response:
Instructor Says: It is a good day for fishing.
Pause for Response:
Instructor Says: Yes. Let's go to Tumon Beach.
Pause for Response:
Instructor Says: We can go fishing in a boat.
Pause for Response:
Instructor Says: Maybe we will catch some fish.
Pause for Response:
Instructor Says: Then, we can have fish for dinner.
Pause for Response:
Instructor Says: Let's go on a picnic too.
Pause for Response:
Instructor Says: That would be fine.
Pause for Response:
Instructor Says: We will see you at Tumon Beach.
Pause for Response:

Repeat the above twenty-two lines of dialogue for reinforcement.

Instructor Says: How is the weather today?
Pause for Response:

Show I-18C.

Instructor Says: It is raining.
Pause for Response:

Instructor Says: It is not a good day for fishing.

Pause for Response:

Instructor Says: Maybe we can go shopping today.

Pause for Response:

Instructor Says: Yes. Let's go shopping in Agana.

Pause for Response:

Instructor Says: At the shopping center, we can buy some clothes.

Pause for Response:

Instructor Says: I need a new belt.

Pause for Response:

Instructor Says: I also need a new pair of shoes.

Pause for Response:

Instructor Says: Let's eat at a restaurant there, too.

Pause for Response:

Instructor Says: Good. I will see you in Agana at ten o'clock.

Pause for Response:

Repeat the above twenty lines of dialogue for reinforcement.

Drill C. (Reinforce to catch. Introduce build, built, will find, and anything.)

Show 3V-4.

Instructor Says: My brother went fishing at Tumon Beach.

Pause for Response:

Instructor Says: We caught many fish.

Pause for Response:

Instructor Says: My mother baked some of those fish.

Pause for Response:

Instructor Says: We had fish and rice for dinner.

Pause for Response:

Instructor Says: Those fish were delicious.

Pause for Response:

Instructor Says: Maybe my brother will go fishing again soon.

Pause for Response:

Repeat the above twelve lines of dialogue.

Show 1A-29.

Instructor Says: My brother is a good carpenter.

Pause for Response:

Substitute)

Instructor Says: He can build a table.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: build

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He can build a table.
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using chair.

Flash PH-4.

Repeat the above Substitute lines of dialogue using dresser.

Flash 3U-10.

Repeat the above Substitute lines of dialogue using house.

Repeat the above Substitute lines of dialogue using anything.

Close-up of instructor's mouth as,

Instructor Says: anything
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using anything for reinforcement.

Show PH-6.

(Substitute) Instructor Says: He built this table last year.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: built
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: He built this table last year.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-4.

Repeat the above Substitute lines of dialogue using dresser.

Show 3U-10.

Instructor Says: He will build this house in three years.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 33

Materials: Peabody: 3V-4, 1A-29, PH-6, 3U-10.

Calendar Kit #2.

Illustration Packet Kit #1: I-10.

Objective: Reinforce Ordinal Numbers 1-31 and telling time. Use ago.

Method: Review of Lesson 32.

Drill A. (Review)

Instructor Says: Good morning.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

Show 3V-4.

Instructor Says: My brother went fishing in the ocean.

Pause for Response:

Instructor Says: He caught many fish.

Pause for Response:

Instructor Says: My mother baked some of them for dinner.

Pause for Response:

Instructor Says: We had fish and rice last night.

Pause for Response:

Instructor Says: Those fish were delicious.

Pause for Response:

Instructor Says: Maybe my brother will go fishing again today.

Pause for Response:

Repeat the above twelve lines of dialogue.

Show 1A-29.

Instructor Says: My brother is a good carpenter.

Pause for Response:

Instructor Says: He can build anything.

Pause for Response:

Flash PH-6 and PH-4.

Instructor Says: He built both a table and a dresser.

Pause for Response:

Show 3U-10.

Instructor Says: He will build this house in three years.
Pause for Response:
Instructor Says: He will build the house for our family.
Pause for Response:

Repeat the above ten lines of dialogue with the cards.

Drill B. (Reinforce Ordinal Numbers 1-31. Use ago.)

Show the Calendar at January.

Instructor Says: Now, we will count the numbers in a month.
Pause for Response:

Point to 1 as,

(Substitute) Instructor Says: First
Pause for Response:

Point to 21 and Repeat the above Substitute lines of dialogue using twenty-first.

Point to 31 and Repeat the above Substitute lines of dialogue using thirty-first.

Point to 2 and Repeat the above Substitute lines of dialogue using second.

Point to 22 and Repeat the above Substitute lines of dialogue using twenty-second.

Point to 3 and Repeat the above Substitute lines of dialogue using third.

Point to 23 and Repeat the above Substitute lines of dialogue using twenty-third.

Point to the fourth and all other numbers using th after them i.e. Fourth, Fifth, etc.

Repeat the above Substitute lines of dialogue for each number.

Point to 21st.

(Substitute) Instructor Says: Today is the (1) twenty-first.
Pause for Response:

Instructor Says: (2) Two days ago, it was the (3) nineteenth.
Count back and point to the 19th during,
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: two days ago
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Two days ago, it was the nineteenth.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the 23rd.

Repeat the above Substitute lines of dialogue using (1) twenty-third (3) twenty-first.

Repeat the above four lines of dialogue.

Point to the 31st.

Repeat the above Substitute lines of dialogue using (1) thirty-first (2) three days (3) twenty-eight.

Point to the 23rd.

Repeat the above Substitute lines of dialogue using (1) twenty-third (2) two weeks (3) ninth.

(Note: Be sure to point back two weeks!)

Point to the 23rd.

Repeat the above Substitute lines of dialogue using (1) twenty-third (2) three weeks (3) second.

(Note: Be sure to point back three weeks!)

Drill C. (Reinforce telling time.)

Show I-10 at 12:40.

(Substitute)

Instructor Says: What time is it now?

Pause for Response:

Instructor Says: It is (1) 12:40.

Pause for Response:

Instructor Says: What time will it be in (2) twenty minutes?

Pause for Response:

Instructor Says: It will be (3) one o'clock.

Pause for Response:

Repeat the above eight lines of dialogue.

Show the time at 10:20.

Repeat the above Substitute lines of dialogue using (1) 10:20 (2) fourty minutes (3) eleven o'clock.

Do not change the time.

Repeat the above Substitute lines of dialogue using (1) 10:20 (2) two hours (3) 12:20.

Show 3:45.

Repeat the above Substitute lines of dialogue using (1) 3:45 (2) thirty minutes (3) 4:15.

Do not change the time.

Repeat the above Substitute lines of dialogue using (1) 3:45 (2) six hours (3) 9:45.

Show 12:05.

Repeat the above Substitute lines of dialogue using (1) 12:05 (2) twenty-five minutes (3) 12:30.

Show 3A-16.

Instructor Says: It is nine o'clock.

Pause for Response:

Instructor Says: What time do they go to school?

Pause for Response:

Instructor Says: They always go to school at 7:30.

Pause for Response:

Instructor Says: What time do they come home?

Pause for Response:

Instructor Says: They come home at 3:30 everyday.

Pause for Response:

Repeat the above ten lines of dialogue.

Show 20-111.

Instructor Says: It is 6:00.

Pause for Response:

Instructor Says: What time does she go to work?

Pause for Response:

Instructor Says: She goes to work at 7:30.

Pause for Response:

Instructor Says: What time does she come home?

Pause for Response:

Instructor Says: She always comes home at five o'clock.

Pause for Response:

Repeat the above two lines of dialogue.

LESSON 34

Materials: Calendar Kit #2.
Illustration Packet Kit #1: I-10, I-9, I-20.
Peabody: 1A-50, PP-5, 20-52, 20-53, 1P-31, 1P-21, 1A-48, 1P-7.

Objective: Reinforce action verbs. Introduce excuse, pardon, sand, and good-bye.

Method: Review of Lesson 33. The drills will utilize familiar sentence forms. Polite pardons will be emphasized from the lesson Objective.

Drill A. (Review)

Instructor Says: Good afternoon.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's begin our review.

Show January on Kit Calendar.

(Substitute) Instructor Says: Today is the (1) third.
Pause for Response:
Instructor Says: (2) Two days ago, it was the (3) first.
Pause for Response:

Repeat the above four lines of dialogue.

Point to the 24th.

Repeat the above Substitute lines of dialogue using (1) twenty-fourth
(3) twenty-second.

Point to the 17th.

Repeat the above Substitute lines of dialogue using (1) seventeenth (2) two weeks (3) third.

Show I-10 at 5:55.

(Substitute) Instructor Says: What time is it now?
Pause for Response:
Instructor Says: It is (1) 5:55.
Pause for Response:
Instructor Says: What time will it be in (2) five minutes?
Pause for Response:
Instructor Says: It will be (3) six o'clock.
Pause for Response:

Show 6:00.

Repeat the above Substitute lines of dialogue using (1) six o'clock (2) fifteen minutes (3) 6:15.

Show 6:15.

Repeat the above Substitute lines of dialogue using (1) 6:15 (2) three hours (3) 9:15.

Instructor Says: Do you have a watch?

Pause for Response:

Instructor Says: Yes, I do.

Pause for Response:

Instructor Says: What time is it now?

Pause for Response:

Drill B. (Reinforce action verbs. Use sand and good-bye.)

Show I-9 to the right of I-20.

Instructor Says: It is a beautiful day.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: The weather is fine.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: They are having a picnic at Ypao Beach.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: They are sitting under some tall palm trees.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: The children are playing on the beach.

Pause for Response:

Repeat the above two lines of dialogue.

Point to the sandy area as,

(Repeat)

Instructor Says: They are playing in the sand on the beach.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: sand
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (Repeat) lines of dialogue for reinforcement.

Instructor Says: Some men are fishing in a boat.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Maybe they will catch some fish.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Many people are swimming in the ocean.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Two boys are running toward us.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: They want to know the time.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: It is six o'clock.
Pause for Response:

Instructor Says: It is time to go home.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-50.

Instructor Says: Good-bye.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Good-bye, everybody.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Introduce Excuse and Pardon.)

Show PP-5 as,

Instructor Says: Excuse me, please. I'm talking on the telephone.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: Excuse me.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Excuse me, please. I'm talking on the telephone.

Pause for Response:

Repeat the above two lines of dialogue.

Show 20-52 as,

(Substitute)

Instructor Says: Excuse me, please.

Pause for Response:

Instructor Says: Yes, may I help you?

Pause for Response:

Instructor Says: Can you fix my television set?

Pause for Response:

Instructor Says: Yes, I can.

Pause for Response:

Repeat the above eight lines of dialogue.

Show 20-53.

Repeat the above Substitute lines of dialogue using watch.

Repeat the above eight lines of dialogue.

Show 1P-31. Pass 1P-21 from left to right in front of 1P-31 as,

Instructor Says: Excuse me, please.

Pause for Response:

Repeat the above two lines of dialogue with the cards and motion for reinforcement.

Show 1P-21. Move 1A-48 toward and hit 1P-21 as,

(Repeat)

Instructor Says: Pardon me!

Pause for Response:

Repeat the above two lines of dialogue with the motion and cards.

Close-up of instructor's mouth as,

Instructor Says: Pardon me.

Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (Repeat) lines of dialogue with the cards once more.

Show 1P-7 with a downward push of the comb and Repeat the above (Repeat) lines of dialogue.

Repeat the above two lines of dialogue with the card and motion for reinforcement.

LESSON 35

Materials: Illustration Packet Kit #1: I-9, I-21.

Peabody: PP-5, 1P-21, 1A-48, 20-38, 3S-18, 3S-17.

Objective: Introduce fractions of one-half, one-fourth, and three-fourths.
Reinforce restaurant behavior. Use toilet.

Method: Review of Lesson 34. The drills will demonstrate fractions with related familiar materials and give practical use of a restaurant and public behavior.

Drill A. (Review)

Instructor Says: Good evening.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

Flash I-9.

Instructor Says: It was a beautiful day for a picnic.

Pause for Response:

Instructor Says: The children were playing in the sand.

Pause for Response:

Instructor Says: Some men were fishing in a boat.

Pause for Response:

Instructor Says: Many people were swimming.

Pause for Response:

Instructor Says: It was six o'clock.

Pause for Response:

Instructor Says: It was time to go home.

Pause for Response:

Instructor Says: Good-bye.

Pause for Response:

Show PP-5 as,

Instructor Says: Excuse me, please. I'm talking on the telephone.

Pause for Response:

Repeat the above two lines of dialogue.

Show 1P-21. Move 1A-48 toward and hit 1P-21 as,

Instructor Says: Pardon me!

Pause for Response:

Repeat the above two lines of dialogue with the cards and motion.

Drill B. (Introduce one-half, one-fourth, three-fourths.)

Show I-21 with the bottom half covered.

Instructor Says: This is one cup.
Pause for Response:

Cover the top half of the cup as,

Instructor Says: This is one-half of a cup.
Pause for Response:

Repeat the above two lines of dialogue.

Show the whole cup as,

Instructor Says: This is one cup.
Pause for Response:

Repeat the above two lines of dialogue.

Cover the top half as,

Instructor Says: This is one-half of a cup.
Pause for Response:

Repeat the above two lines of dialogue two more times for reinforcement.

(1) Cover the top half of the card and show the bottom half. cover all but the bottom fourth as,

Instructor Says: This is one-fourth of a cup.
Pause for Response:

Repeat the above two lines of dialogue.

(2) Show the half as,

Instructor Says: This is one-half of a cup.
Pause for Response:

(3) Repeat the above two lines of dialogue.

Show three-fourths as,

Instructor Says: This is three-fourths of a cup.
Pause for Response:

Repeat the above two lines of dialogue.

Show the whole cup as,

Instructor Says: This is one cup.
Pause for Response:

Repeat the above #1 lines of dialogue as directed and add of water after cup.

Repeat the above #2 lines of dialogue as directed and add of juice after cup.

Repeat the above #3 lines of dialogue as directed and add of milk after cup.

Now, repeat the above #1 lines of dialogue as directed and add of chocolate milk after cup.

Repeat the above #2 lines of dialogue as directed and add of coffee after cup.

Repeat the above #3 lines of dialogue as directed and add of tea after cup.

Drill C. (Reinforce restaurant behavior. Use toilet.)

Instructor Says: I'm hungry.

Pause for Response:

Instructor Says: Let's go to a restaurant for dinner.

Pause for Response:

Instructor Says: Is there a restaurant near here?

Pause for Response:

Instructor Says: Yes, there is a good one in Tamuning.

Pause for Response:

Instructor Says: Good. Let's go now.

Pause for Response:

Repeat the above ten lines of dialogue for reinforcement.

Show 20-38.

Instructor Says: What would you like?

Pause for Response:

Instructor Says: I would like bacon and eggs with toast.

Pause for Response:

Instructor Says: Would you like something to drink?

Pause for Response:

Instructor Says: Coffee, please.

Pause for Response:

Instructor Says: Is that all?

Pause for Response:

Instructor Says: Where is the men's room?

Pause for Response:

Instructor Says: Men's room is by the front door on the left.

Pause for Response:

Instructor Says: Thank you.

Pause for Response:

Repeat the above sixteen lines of dialogue for reinforcement.

Instructor Says: In a restaurant, the bathroom becomes men's room.

Pause for Response:

Instructor Says: There is always a women's room, too.

Pause for Response:

Instructor Says: The men's room is also the toilet.
Pause for Response:
Instructor Says: The women's room is also the toilet.
Pause for Response:

Instructor Says: The men's toilet and the women's toilet
are not in the same room.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3S-18.

Instructor Says: This toilet is for women only.
Pause for Response:

Show 3S-17.

Instructor Says: This toilet is for men only.
Pause for Response:

Instructor Says: Where is the toilet?
Pause for Response:
Instructor Says: It's by the front door on the left.
Pause for Response:

Repeat the above four lines of dialogue only.

LESSON 36

- Materials:** Peabody: PF-19.
Large Story Card Kit #1: LSC-1.
Illustration Packet Kit #1: I-7, I-22.
- Objective:** Reinforce the months and birth date. Use New Year's Day, Halloween, Thanksgiving Day, Christmas Day, Japan, Philippines, China, Vietnam, Palau, and Micronesia.
- Method:** Review of Lesson 35. The drills will use patterns previously taught and express age and country of origin through repetition.
-

Drill A. (Review)

Instructor Says: Hello. How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's begin our review.

Show PF-19 as,

Instructor Says: This is one glass of orange juice.
Pause for Response:

Cover all but the bottom fourth as,

Instructor Says: This is one-fourth of a glass of orange juice.
Pause for Response:

Cover half as,

Instructor Says: This is one-half of a glass of orange juice.
Pause for Response:

Cover top fourth as,

Instructor Says: This is three-fourths of a glass of orange juice.
Pause for Response:

Repeat the above two lines of dialogue.

(Substitute) Instructor Says: How much orange juice would you like?
Pause for Response:
Instructor Says: I would like one-fourth of a glass, please.
Pause for Response:

Repeat the above Substitute lines of dialogue using one-half.

(Substitute) Instructor Says: Where is the (1) men's room?
Pause for Response:
Instructor Says: It's by the front door on the (2) right.
Pause for Response:

Repeat the above Substitute lines of dialogue using (1) women's room (2) left.

Repeat the above Substitute line of dialogue using (1) toilet (2) right.

Drill B. (Reinforce the months. Use New Year's Day, Halloween, Thanksgiving Day, Christmas Day.)

Instructor Says: It is now September.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Last month was August.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Two months ago, it was July.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Three months ago, it was June.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Next month, it will be October.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: In two months, it will be November.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: In three months, it will be December.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: January begins the new year.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: January first is New Year's Day.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: School is finished in June.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: In July, there is no school.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: In August or September, school begins.
Pause for Response:

Repeat the above two lines of dialogue.

(Repeat 1) Instructor Says: October thirty-first is Halloween.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: Halloween
Pause for Response:

Repeat the above (Repeat 1) lines of dialogue two more times for reinforcement.

(Repeat 2) Instructor Says: Thanksgiving Day is in November.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: Thanksgiving Day
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (Repeat 2) lines of dialogue.

Instructor Says: Christmas Day is December twenty-fifth.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: Christmas Day
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above (Repeat 3) lines of dialogue.

Drill C. (Reinforce birth date. Use Japan, Philippines, China, Vietnam, Palau, and Micronesia.)

Instructor Says: It is 1981 now.
Pause for Response:

Show LSC-1 and point to the baby.

Instructor Says: The baby was born last week.
Pause for Response:
Instructor Says: How old is the baby?
Pause for Response:
Instructor Says: It is one week old.
Pause for Response:

Repeat the above six lines of dialogue.

Point to the mother.

(Substitute) Instructor Says: (1) She was born (2) January 2, 1950.
Pause for Response:
Instructor Says: How old is (1) she?
Pause for Response:
Instructor Says: (1) She is (3) thirty-one years old.
Pause for Response:

Repeat the above six lines of dialogue.

Point to the father and repeat the above Substitute lines of dialogue using (1) He (2) December 23, 1949, (3) thirty-two.

Point to the grandmother and repeat the above Substitute lines of dialogue using (2) September 30, 1930, (3) fifty-one.

Show I-7. Point to the man as,

(Substitute) Instructor Says: Where were you born?
Pause for Response:
Instructor Says: I was born on Guam.
Pause for Response:

Point to the woman.

Repeat the above Substitute lines of dialogue.

Show I-22.

Point to Japan.

Repeat the above Substitute lines of dialogue using in Japan.

Point to the Philippines.

Repeat the above two lines of dialogue using in the Philippines.

Close-up of instructor's mouth as,

Instructor Says: Philippines
Pause for Response:

Repeat the above two lines of dialogue.

Repeat the above Substitute lines of dialogue using in the Philippines.

Point to China.

Repeat the above Substitute lines of dialogue using in China. Repeat again for reinforcement.

Point to Vietnam.

Repeat the above Substitute lines of dialogue using in Vietnam. Repeat again for reinforcement.

Point to Palau.

Repeat the above Substitute lines of dialogue using in Palau. Repeat again for reinforcement.

Point to Micronesia.

Repeat the above Substitute lines of dialogue using in Micronesia. Repeat again for reinforcement.

LESSON 37

- Materials:** Illustration Packet Kit #1: I-22, I-14A, I-14B.
Peabody: 3A-4, 3A-1, PD-5a, PD-7a, PD-3a, PP-10, PP-16, 2T-9.
- Objective:** Reinforce to open, to close, and health. Use eyes, asleep, awake, give, and medicine.
- Method:** Review of Lesson 36. The drills will use familiar sentence patterns for the reinforcement exercise and develop the new vocabulary using simple sentences.
-

Drill A. (Review)

Instructor Says: Good morning.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

Instructor Says: New Year's Day is January first.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Halloween is October thirty-first.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Thanksgiving is in November.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Christmas day is December twenty-fifth.

Pause for Response:

Repeat the above two lines of dialogue.

Show I-22. Point to Japan as,

(Substitute) Instructor Says: I was born in Japan.

Pause for Response:

Point to the Philippines and repeat the above Substitute lines of dialogue using in the Philippines.

Point to China.

Repeat the above Substitute lines of dialogue using in China.

Point to Vietnam.

Repeat the above Substitute lines of dialogue using in Vietnam.

Point to Palau.

Repeat the above Substitute lines of dialogue using in Palau.

Point to Micronesia.

Repeat the above Substitute lines of dialogue using in Micronesia.

Point to Guam.

Repeat the above Substitute lines of dialogue using on Guam.

Drill B. (Reinforce to open and to close. Use eyes, asleep, and awake.)

Show 3A-4. Point to the papers as,

(Substitute) (1) Instructor Says: She is opening the papers.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the open drawer as,

(Substitute) (2) Instructor Says: This drawer is open.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the closed drawer and repeat the above Substitute lines of dialogue using closed.

Instructor Says: These two drawers are closed.
Pause for Response:

Repeat the above two lines of dialogue.

Show 3A-1. Point to the books.

Instructor Says: These three books are open.
Pause for Response:

Repeat the above two lines of dialogue.

Show PD-5a. Point to the right eye.

Instructor Says: Her right eye is open.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the left eye.

Instructor Says: Her left eye is closed.
Pause for Response:

Repeat the above two lines of dialogue.

Show PD-7a.

Instructor Says: Both his eyes are closed.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: He is asleep.
Pause for Response:

Repeat the above two lines of dialogue. Repeat again for reinforcement.

Show PD-3a.

Instructor Says: Both her eyes are open.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She is awake.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: awake
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She is awake.
Pause for Response:

Repeat the above two lines of dialogue.

Drill C. (Reinforce health. Use give and medicine.)

Show I-14A. Point to the girl first as,

Instructor Says: She is ill today.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She has a fever.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the middle boy.

Instructor Says: He is cold.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the last boy.

Instructor Says: He is hot.
Pause for Response:

Repeat the above two lines of dialogue.

Show I-14B. Point to the top as,

Instructor Says: He has a headache.
Pause for Response:

Repeat the above two lines of dialogue.

Point to the bottom as,

Instructor Says: He has a sore throat.
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-10.

Instructor Says: She goes to the doctor.
Pause for Response:

Repeat the above two lines of dialogue.

Show PP-10 with PP-16.

Instructor Says: The doctor and the nurse will take care
of her.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: The doctor gives her medicine.
Pause for Response:

Show 2T-9.

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: gives
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: medicine
Pause for Response:

Repeat the above two lines of dialogue two more times for reinforcement.

Instructor Reinforcement: The doctor gives her medicine.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: he will take the medicine every four hours.
Pause for Response:

Repeat the above two lines of dialouge.

Instructor Says: She will be well soon.
Pause for Response:

Repeat the above two lines of dialogue.

LESSON 38

Materials: Peabody: PD-5a, PD-7a, Pd-3a, PP-10, 2T-9.

Illustration Packet Kit #1: I-3.

Objective: Reinforce going shopping and money with buying. Use wanted and something.

Method: Review of Lesson 37. The drills will use familiar structure and utilize familiar verb forms in narrating daily activity and in daily situations.

Drill A. (Review)

Instructor Says: Good afternoon.

Pause for Response:

Instructor Says: How are you?

Pause for Response:

Instructor Says: I'm fine, thank you.

Instructor Says: Now, let's begin our review.

Show PD-5a.

Instructor Says: Her right eye is open.

Pause for Response:

Instructor Says: Her left eye is closed.

Pause for Response:

Repeat the above four lines of dialogue.

Show PD-7a.

Instructor Says: He is asleep.

Pause for Response:

Show PD-3a.

Instructor Says: She is awake.

Pause for Response:

Show PP-10.

Instructor Says: She goes to the doctor.

Pause for Response:

Show PP-10 with 2T-9.

Instructor Says: The doctor gives her medicine.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She will take some medicine everyday.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She will be well soon.
Pause for Response:

Repeat the above two lines of dialogue.

Drill B. (Going shopping)

Show I-3.

Instructor Says: They are going shopping today.
Pause for Response:
Instructor Says: They cross the street with the green light.
Pause for Response:
Instructor Says: They stop with the red light.
Pause for Response:
Instructor Says: First, they are going to buy clothes.
Pause for Response:
Instructor Says: The man wants to buy a pair of pants.
Pause for Response:
Instructor Says: He also wants to buy a new belt.
Pause for Response:
Instructor Says: The children want a little dog.
Pause for Response:
Instructor Says: The grandfather will buy a pair of shoes.
Pause for Response:
Instructor Says: Then, they are going grocery shopping.
Pause for Response:
Instructor Says: They bought bread and milk.
Pause for Response:
Instructor Says: They also bought some coffee and tea.
Pause for Response:
Instructor Says: They bought some rice, too.
Pause for Response:
Instructor Says: After shopping, they will go to a restaurant.
Pause for Response:
Instructor Says: They will all have something to drink.
Pause for Response:
Instructor Says: The parents will have coffee or tea.
Pause for Response:
Instructor Says: The children will have milk or orange juice.
Pause for Response:
Instructor Says: After that, grandfather will take them
home.
Pause for Response:

Repeat all the above lines of dialogue for reinforcement.

Drill C. (Reinforce money with buying. Use wanted and something.)

Instructor Says: The man bought a pair of pants.

Pause for Response:

Instructor Says: They cost \$25.00.

Pause for Response:

Instructor Says: He also bought a new belt.

Pause for Response:

Instructor Says: It cost \$8.50.

Pause for Response:

Instructor Says: The man spent \$32.50 for clothes.

Pause for Response:

Repeat the above ten lines of dialogue.

Instructor Says: The children wanted a little dog.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: wanted

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: The children wanted a little dog.

Pause for Response:

Instructor Says: But a little dog costs too much money.

Pause for Response:

Instructor Says: They didn't have enough money.

Pause for Response:

Instructor Says: Maybe they can buy one next year.

Pause for Response:

Repeat the above eight lines of dialogue.

Instructor Says: Grandfather saw a pair of shoes.

Pause for Response:

Instructor Says: They were brown shoes for work.

Pause for Response:

Instructor Says: They were very expensive.

Pause for Response:

Instructor Says: Grandfather had enough money.

Pause for Response:

Instructor Says: He bought them.

Pause for Response:

Repeat the above ten lines of dialogue.

Instructor Says: In the restaurant, each had something to drink.

Pause for Response:

Instructor Says: Mother and father drank a cup of tea.

Pause for Response:

Instructor Says: Grandfather drank a cup of coffee.
Pause for Response:
Instructor Says: One child drank a glass of milk.
Pause for Response:
Instructor Says: Another child drank a glass of orange juice.
Pause for Response:
Instructor Says: Everybody drank something.
Pause for Response:

Repeat the above twelve lines of dialogue.

LESSON 39

- Materials:** Peabody: 1A-9, 2S-20, 2S-70, 2S-41, 2S-39, 2S-76, PN-56, PN-8b, PN-8c, PN-10c.
- Objective:** Party conversation. Use everything, fiesta, and about. Introduce shapes: square, circle, heart, diamond, and star.
- Method:** Review of Lesson 38. The drills will develop a daily lifestyle conversation and emphasize shapes through repetition and question-answer technique.
-

Drill A. (Review)

Instructor Says: Good evening.
Pause for Response:
Instructor Says: How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's begin our review.

Instructor Says: We went shopping.
Pause for Response:
Instructor Says: Father wanted a pair of pants.
Pause for Response:
Instructor Says: He also wanted a belt.
Pause for Response:
Instructor Says: He bought both the pants and the belt.
Pause for Response:

Repeat the above eight lines of dialogue.

Instructor Says: The children bought nothing.
Pause for Response:
Instructor Says: They didn't have enough money.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Grandfather bought only the pair of shoes.
Pause for Response:
Instructor Says: They were expensive.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Everybody had something to drink at the restaurant.

Pause for Response:

Instructor Says: Somebody had coffee or tea.

Pause for Response:

Instructor Says: Somebody had milk or orange juice.

Pause for Response:

Instructor Says: Everybody drank something.

Pause for Response:

Repeat the above eight lines of dialogue.

Drill B. (Party conversation. Use everything, fiesta, about.)

Instructor Says: Sam is baking a cake for Mary's birthday.

Pause for Response:

Show 1A-9.

Instructor Says: Mary is putting everything on the table.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: everything

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Mary is putting everything on the table.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Soon, everybody will come to the house.

Pause for Response:

Instructor Says: Everybody will bring something.

Pause for Response:

Instructor Says: There will be much food.

Pause for Response:

Instructor Says: There will be many drinks.

Pause for Response:

Instructor Says: On Guam, this party is a fiesta.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: fiesta
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: On Guam, this party is a fiesta.
Pause for Response:
Instructor Says: Everybody is welcome.
Pause for Response:
Instructor Says: The children will play in the yard.
Pause for Response:
Instructor Says: They can also ride on the bicycle.
Pause for Response:
Instructor Says: The men will talk together.
Pause for Response:

Instructor Says: Maybe, they will talk about cars.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: about cars
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: Maybe, they will talk about cars.
Pause for Response:
Instructor Says: The women will talk about food and children.
Pause for Response:
Instructor Says: It was a good party.
Pause for Response:
Instructor Says: It is time for us to go.
Pause for Response:
Instructor Says: Good-bye, everybody.
Pause for Response:

Note: If the above is repeated, eliminate any Repeat or drill lines.

Drill C. (Introduce shapes: square, circle, heart, diamond, and star.)

Show 2S-20.

(Substitute)

Instructor Says: This is a yellow circle.
Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: circle
Pause for Response:

Repeat the above two lines of dialogue two more times.

Instructor Reinforcement: This is a yellow circle.
Pause for Response:

Repeat the above two lines of dialogue.

Show 2S-70.

Repeat the above Substitute drill of dialogue using green square.

Show 2S-41.

Repeat the above Substitute drill of dialogue using red heart.

Show 2S-39.

Repeat the above Substitute drill of dialogue using blue diamond.

Show 2S-76.

Repeat the above Substitute drill of dialogue using white star.

Show PN-5b.

Instructor Says: How many green circles are there?
Pause for Response:
Instructor Says: There are five green circles.
Pause for Response:

Repeat the above four lines of dialogue.

Flash PN-8b quickly.

(Substitute) Instructor Says: How many circles were there?
Pause for Response:
Instructor Says: I don't know.
Pause for Response:
Instructor Says: I didn't have time to see.
Pause for Response:

Show PN-8b again, full time.

Instructor Says: How many circles are there?
Pause for Response:
Instructor Says: There are eight circles.

Flash PN-8c quickly and repeat the above Substitute drill of dialogue using squares.

Show PN-10c. Instructor Says: There are many circles.
Pause for Response:
Instructor Says: How many are there?
Pause for Response:
Instructor Says: There are ten circles.
Pause for Response:

LESSON 40

Materials: Peabody: 2S-20, 2S-70, 2S-41, 2S-39, 2S-76, 20-21, 1A-16, 1A-10, PH-22.

Illustration Packet Kit #1: I-4.

Objective: Reinforce household items. Introduce snack. Use dirty, sewed, and anytime.

Method: Review of Lesson 39. The drills will reinforce daily activities utilizing familiar sentence patterns while developing the new vocabulary from the lesson Objective.

Drill A. (Review)

Instructor Says: Hello. How are you?
Pause for Response:
Instructor Says: I'm fine, thank you.
Instructor Says: Now, let's begin our review.

Instructor Says: A fiesta is a party.
Pause for Response:
Instructor Says: Everybody is welcome.
Pause for Response:
Instructor Says: The children can play in the yard.
Pause for Response:
Instructor Says: Maybe the men will talk about cars.
Pause for Response:
Instructor Says: The women will talk about food and children.
Pause for Response:
Instructor Says: It was a good party.
Pause for Response:
Instructor Says: It is time for us to go.
Pause for Response:
Instructor Says: Good-bye, everybody.
Pause for Response:

Repeat the above sixteen lines of dialogue.

Show 2S-20.

(Substitute)

Instructor Says: What is this?
Pause for Response:
Instructor Says: That is a yellow circle.
Pause for Response:

Show 2S-70.

Repeat the above Substitute lines of dialogue using green square.

Show 2S-41.

Repeat the above Substitute lines of dialogue using red heart.

Show 2S-39.

Repeat the above Substitute lines of dialogue using blue diamond.

Show 2S-76.

Repeat the above Substitute lines of dialouge using white star.

Drill B. (Reinforce household items. Use dirty and sewed.)

Show 20-21.

Instructor Says: She is putting dirty clothes into the
washing machine.

Pause for Response:

Repeat the above two lines of dialogue.

Close-up of instructor's mouth as,

Instructor Says: dirty

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She is putting dirty clothes into
the washing machine.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She is taking clean clothes out of the
washing machine.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She puts dirty clothes in.

Pause for Response:

Instructor Reinforcement: She takes clean clothes out.

Pause for Response:

Show 1A-16.

Instructor Says: She is sewing clothes on the sewing
machine.

Pause for Response:

Instructor Says: She sewed some clothes yesterday.

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: sewed

Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She sewed some clothes yesterday.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She will sew some clothes tomorrow.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: will sew
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: She will sew some clothes tomorrow.
Pause for Response:

Repeat the above two lines of dialogue.

Show 1A-10.

Instructor Says: This little girl is sewing by hand.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: She doesn't have a sewing machine.
Pause for Response:

Repeat the above two lines of dialogue.

Show PH-22.

Instructor Says: A vacuum cleaner can clean the floor.
Pause for Response:
Instructor Says: We use a vacuum cleaner to clean our sofa.
Pause for Response:
Instructor Says: My mother doesn't have a vacuum cleaner.
Pause for Response:

Repeat the above six lines of dialogue.

Drill C. (Introduce snack. Use anytime.)

Show I-4.

Instructor Says: Mother is making some doughnuts.
Pause for Response:
Instructor Says: Maybe she will make some cookies or cupcakes,
too.
Pause for Response:
Instructor Says: She will make some coffee.
Pause for Response:
Instructor Says: Then, she will make a bacon, lettuce,
and tomato sandwich.
Pause for Response:

Instructor Says: These food make a good snack.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: snack.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Reinforcement: These food make a good snack.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: You eat a snack between meals.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: You can eat a snack at anytime.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Breakfast, lunch, and dinner are not snacks.
Pause for Response:
Instructor Says: They are meals.
Pause for Response:

Repeat the above four lines of dialogue.

Instructor Says: Chocolate ice cream is a good snack.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Coffee and doughnuts is a good snack.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: Some people like sandwich for snacks.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: A sandwich with a glass of milk is the
best snack.
Pause for Response:

Repeat the above two lines of dialogue.

Instructor Says: It's three o'clock now.
Pause for Response:
Instructor Says: Let's stop for a snack in Tamuning.
Pause for Response:

Repeat the above four lines of dialogue.